



**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT  
BY USING FRAYER MODEL AT THE SEVENTH GRADE STUDENT  
OF SMPN 1 KUALUH HILIR**

**THESIS**

*Submitted to the Faculty of Tarbiyah Science and Teacher Training UINSU  
Medan as a Partial Fulfillment of the Requirements for S-1 Program  
(Degree of Sarjana Pendidikan)*

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*Submitted to the English Department, Faculty of Tarbiyah Science and Teacher  
Training, State Islamic University North Sumater, UIN-SU Medan  
in Partial Fulfillment of Requirement for the Degree of Bachelor*

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudara

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

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## ABSTRACT

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**Keyword** : *Achievement in Vocabulary , Classroom Action Research, Frayer model*

The aim of this research is to improve students' vocabulary achievement after being taught using Frayer model at SMPN 1 Kualuh Hilir. The research was conducted with Classroom Action Research. The subject of study was students of class VII-1 Plus at SMPN 1 Kualuh Hilir which consisted of 23 students in the academic year 2018/2019. The qualitative data were taken from observation sheet, interview and documentation. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II. It was showed from the mean of orientation test was 60.2, there was 13.04%% (3 students) who got score 75 above. In the post test of cycle I, the mean of the post test of cycle I was 72.70, it was higher than orientation test. There was 56.52%% (13 students) who got >75 score. The percentage of the students' score in the post test of cycle I to the orientation test was improvement 43.48% . In the post test of cycle II the mean of the post test of cycle II was 85.43, and the percentage was 91.30% ( 21 students) who got >75 score. The improvement of the students score from the post test of cycle I to the post test of cycle II was improvement 78.26%. In other words, the students achievement in vocabulary was improved. Based on the observation, it showed that the excitement of the students were also improved.

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This skripsi is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

Finishing of writing this thesis is actually a miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this thesis has finally been written. Then, I would like to thank **Allah Subhaanahu Wa Ta’ala** for The Blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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The last, as a servant of Allah, the authors believe this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the readers. For these reasons with all humility authors, constructive thoughts, full suggestions, and critics are welcome to make this thesis better. Finally, may Allah *Subhaanahu Wa Ta'ala* receives all their work and kindnesses. Aamiinn Wassalamualaikum Warahmatullahi Wabarakatuh..

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# CHAPTER I

## INTRODUCTION

### A. The Background of Study

Language assumes an imperative job in human life to communicate, to express the thoughts or ideas, feeling and desire even spoken and composed individually, nationally, and universally. The essential capacity of language is a methods for correspondence .

Language as a means of communication cannot be separated from human beings' life. by using language, we can express our own needs, wants, attitudes and knowledge. It has some important function, among others a language helps to communicate the ideas to others, from concept, and focus attention on ideas which is difficult to keep in mind . Language also is a human and non-instinctive method of communicating ideas, feeling desires by means of a system of sounds and sound symbol.<sup>1</sup>

English is a language that is used in International communication . As an international communication, english language is very important to follow the developments in this creative and innovative era, every people in the world must master English . This is the reason why every country takes English as one of the courses for students .

Indonesia also makes English as the first foreign language to be studied and it has been taught in all school levels. Depdikbud state that “English is the

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<sup>1</sup>A.C. Gimson . *Oxford Advanced Learner's Dictionary of Current English*. (Oxford University Press, 1987), p.473

first language to be studied in order to master and develop the knowledge, technology, arts, and to create good relation with other countries". This statement shows the utility of English how important it is. That is the reason why students must learn English.

Learning vocabulary of foreign language is very important. Without learning the basic vocabulary of foreign language, no one will successful in that language. If we can use the basic vocabulary and realize its function, we may have learned it for comprehensible communication. Vocabulary is an essential one for students as their first step to go on studying English. Vocabulary is important because word carries the content of what we want to say. The more words we know the more we are able to communicate and we can say a lot of with words.

In reality, many students do not like to learn english and not all the student are able to master vocabulary. Based on the researcher's experience during the teacher training practice at SMPN 1 Kualuh Hilir, it was found that many students' got many trouble in learning English because they had poor vocabulary and most student were lacking of vocabulary mastery. Therefore, the students got some problems in learning English as a foreign language, for examples; (1) If the teacher speak English, students did not understand what the teacher said, (2) they could not express themselves fluently and did not know how to say appropriately, (3) they had to look up a dictionary when reading English book and the students have less practice their vocabulary. Those problem make students learn vocabulary passively, it is mean they just receive what the teacher given to the class without participating to the learning process.

Moreover, it was happened because of many reasons. First of all, when the students ordered to open the dictionary to find the meaning from difficult word or a new, there was only three or four students' did it and the rest of the students' are lazy to open their dictionary and just waiting until their friends got the meaning from the word. They afraid of making mistakes, being laughed at by his or her friends and having lack of confidence in their ability, and the other problem was from the teaching strategy that used by the teacher, because the teachers' strategy used in teaching vocabulary is not interesting or monotonous. She/he usually gives many words to the students and asks them to open their dictionary to find the meaning of those words, after finding the words, they forget. So, when the teaching learning process takes place, the students' did not give attention and feel bored. This situation happened because the methodology or the strategy which is used maybe not suitable. The teacher usually teaches vocabulary by using the technique that focused in the text, read and memorize every word. The student feel that they are forced and they will get bored.

In this case, and sometimes they still do not understand when they read a text, teacher should make variations and choose a suitable strategy in teaching vocabulary in order to make the students to be interested. For that reason, the teacher ought to know their media in teaching process to make the lesson more interesting and inspiring. If we want to learn one language, one should know the target of the vocabulary it's self. If they have much vocabulary, they will be more skillful in languages. Learning vocabulary at school, it's better to apply the strategy of the learning. This purpose is in order the students is understood and interested in learning vocabulary. One of the learning strategy alternative



vocabulary, that is Frayer model. Frayer model is one learning strategy that used graphic in the learning process. In this case, it will make students easier to know the concept of a vocabulary.

To make the students to be inspired in studying English especially vocabularies, the teacher must involve students and control the class. The teacher ought to use strategy, technique, model such as Frayer model to help the students learn more and make the students feel interested to learn new vocabulary for junior high school. The students know about the new words by using Frayer model, and the topic must be selected according to the knowledge of the students.

So, there are many ways that teachers can do it to solve the problems that students experience in vocabulary learning, such as by using methods, strategies, or models effective learning. One of the effective model is the Frayer model. I want to make all students have the same understanding of vocabulary and I want students to get equal knowledge.

The Frayer model, created by Dorothy Frayer and her colleagues at the University of Wisconsin (Frayer, Frederick, & Klausmeier, 1969), is a graphic organizer that consists of a large square divided into four smaller squares with a circle or square at the center.<sup>2</sup>Frayer model or what is often called a Frayer diagram is a tool that very useful for the development and mastery of vocabulary and indeed specifically designed for vocabulary learning. In the Frayer model there is the use of diagrams which are then filled with definitions, characteristics, examples, and not an example of a related vocabulary. Next, use this Frayer

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<sup>2</sup> Alyson Smith Bass. *Science and Language Special Issue*. Vol. 20, No. 3, (Journal of Science Education, 2016), p.66

model, it is expected to increase the mastery of student vocabulary, especially for junior high school students.

This instructional strategy promotes critical thinking and helps students to identify and understand unfamiliar vocabulary. The Frayer Model can be used with the entire class, small groups, or for individual work. The Frayer Model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples. Kimberly Kimbel-lopez state that strategy designed to help students learn content-specific terminology, it's called the frayer model . The frayer model is a graphic organizer with four prompts to help students think about the meaning of a new word or concept by activating their prior knowledge.<sup>3</sup>

Based on the explanation given, the researcher would like to conduct a research on the title “Improving students’ Vocabulary Achievement by using Frayer Model at Seventh Grade Student of SMPN 1 Kualuh Hilir”.

## **B. The Identification of the Study**

Based on the background of the study mention above, so it could be identified the study as follows:

1. The students are lazy to open their dictionary.
2. The teachers’ strategy used in teaching vocabulary is not interesting or monotonous.
3. The students have less practice their vocabulary.

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<sup>3</sup>Kimbel-Lopez,Kimberly.*Teaching Vocabulary*. (2009), p.47

### **C. The Limitation of the Study**

To avoid misinterpretation to the problems, the researcher would like to limit the scope of the study. In this research the researcher focus on students' vocabulary achievement in teaching English especially in content word: noun, verb, adjective, and adverb by using frayer model. The researcher focus on the seventh grade student of SMPN 1 Kualuh Hilir in academic year 2018/2019.

### **D. The Research Question**

Based on the limitation of the problem, the research question can be formulated as follows :

1. Do the students' vocabulary achivement improve, by using Frayer model?
2. How does Frayer model improve students' vocabulary achievement at the seventh grade student of SMPN 1 Kualuh Hilir?

### **E. The Objective of the Study**

The objective of this study is to find out whether students' vocabulary achievement can be improve by using Frayer model and to know the way Frayer model improve students' vocabulary achievement and to describe the applying of Frayer model to improve students' vocabulary achievement in learning English at at the 7<sup>th</sup> grade student of SMPN 1 Kualuh Hilir in Academic Year of 2018/2019.

### **F. The Significances of the Study**

The significance of this study can be viewed from both theoritical and practical aspects, as describe below:

#### **1. Theoretical Significance**

- a. To enrich knowledge on the theories of language learning .
- b. To enchane previous theories on the second language learning .

## **2. Practical Significances**

This research is expected to give possitive input to :

- a. Students : the result of the research is expected to be useful for student, student can improve their knowledge in vocabulary and can solve students' problem.
- b. English Teachers : as the information in teaching english to enrich their knowledge in Vocabulary by using Frayer Model and make the teachers easy to teach the student .
- c. The Principal of SMPN 1 Kualuh Hilir :as a contribution to improve teachers' competence in teaching English and to give direction to the English teacher about English teaching strategy, that is suitable to the students' situation and materials of the study that can improve the students ability in English, especially in building up vocabulary.
- d. Other Researcher : Knowing one of good methods in vocabulary and thinking that Frayer Model is an interesting model .They can develop the result of researcher and complete it .

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Review of Literature**

Theories are needed to explain some concepts or terms applied to conducting a research. To avoid misunderstanding and to make the some perception of the researcher and the reader, the terms need clarifying. The related literature of this study are as the following:

##### **2.1. Vocabulary**

Vocabulary is very useful for anyone who is studying a foreign language. If someone has a large vocabulary, she/he will speak English well . Here is will be discuss about vocabulary as follow :

###### **2.1.1 Defenition of Vocabulary**

Language plays an important role in human life to communicate, to express the ideas, feeling and desire even spoken and written individually, nationally and universally. To use English as communicate we have known the vocabulary of language, it is impossible for us to make conversation without mastering the vocabulary of language. Vocabulary means a collection or list of word with brief explanation of their meanings or the range of a language of a particular person, class, profession or the like.<sup>4</sup> Vocabulary is the wealth of words which possessed by a speaker, a writer, and listener or possessed by a certain language. One's intelligence can be measured by the variety of words one used. People exchange their thought and ideas by using words by words are the signs or symbol for ideas and thoughts.<sup>5</sup> They can communicate effectively if they have

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<sup>4</sup>*Oxford English Dictionary* (1989), 721.

<sup>5</sup> Napa, Pieter A. *Vocabulary Development Skills* (Jakarta: Yayasan Kanisius, 1991), 6.

more word. The more words people learn, the more ideas they should have. Vocabulary are so needed when someone wants to say something. In science, words are often given specific meanings that may be different from or more precise than their everyday meanings.<sup>6</sup>Based on the definition above, vocabulary is defined as a large number of words form, which is student have to known and comprehend. When students have a good vocabulary it means that students are familiar with a large number of words and use them appropriately and vocabulary is dealth with words.

Allah the Almighty has mentioned in Al-Qur'an about vocabulary, in order human being know the names of something in this world.

Allah says in Al-Baqarah: 31-32

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا عَرَضَهُمْ الْمَلَائِكَةَ عَلَى صَادِقِينَ كُنْتُمْ هَؤُلَاءِ بِأَسْمَاءِ أَنْبِئُونَنَّا ۖ ﴿٣١﴾  
سُبْحَانَكَ قَالُوا لَا عَلَمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ ﴿٣٢﴾

Meaning: “And He taught Adam all the names (of everything), then he showed them to the angels and said, “Tell Me the names of these if you are truthful” They (angels) said: Glory be to You, we have no knowledge except what you have taught us. Verily, it is You, All-Knower, the All-Wise” (Qs. Al-Baqarah: 31-32)<sup>7</sup>

From this verse, we know that everybody must know all of the things in this world. This verse related to learning the vocabulary. A person who does not know the meaning of vocabulary, of course they get difficulties to understand the spoken or written, reading and listening from other people. Therefore, the mastery of vocabulary needed to improve the quality of the students in understanding the words.

<sup>6</sup> Michaels, S., Shouse, A.W., & Schweingruber, H. A. (2008). *Ready, Set, Science!: Putting Research to Work In K-8 Science Classrooms*. Washington, D.C.: The National Academies Press, p.4

<sup>7</sup>Feras Hamza. *Tafsir al-Jalalayn*. (Jordan: Royal Aal al-Bayt Institute for Islamic Thought, 2007), p. 7-8

### **2.1.2 The Importance of Vocabulary**

Without grammar very little can be conveyed, but without vocabulary nothing is conveyed. While Dellar H and Hocking D say that you will see most improvement if you learn more words and expressions.<sup>8</sup> You can say little with grammar, but you can say almost anything with words. So a person may be judged by others based on their vocabulary

### **2.1.3 Types of Vocabulary**

#### **Reading vocabulary**

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it concludes the other three.

#### **Listening vocabulary**

A person's listening vocabulary is all the words he or she can recognize when listening to speech. This vocabulary is aided in size by context and tone of voice.

#### **Writing vocabulary**

A person's writing vocabulary is all the words he or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is simulated by its users.

#### **Speaking vocabulary**

A person's speaking vocabulary is all the words he or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are misused. This misuse though slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

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<sup>8</sup> Thornbury, Scott. *How to Teach Vocabulary*. (England: Longman, 2002), p.13

Vocabulary has several types. According to John Craft vocabulary divide into two types, namely :

#### Active vocabulary

Active vocabulary is the words which the student understands, can pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read.

#### Passive vocabulary

Passive vocabulary is the words which the student recognize and understand when they occur in a context, but which he cannot produce correctly himself.<sup>9</sup>

Obviously, both types of vocabulary blend together. The active vocabulary may seem to be more important in communication, however the aim of teaching foreign language is to expand both the students' passive and active vocabulary and develop all the four basic language skill; speaking, writing, reading, and listening. Vocabulary is very useful for anyone who is studying a foreign language. If someone has a large vocabulary, she/he will speak English well.

Researcher will focus on applying active vocabulary in doing research. Because teaching vocabulary by Frayer model makes students able to use and communicate it in speaking and writing in their life.

### **2.1.4 The Principle of Teaching Vocabulary**

According to Wallace there are nine principles of teaching and learning vocabulary<sup>10</sup>:

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<sup>9</sup> Haycraft, John. *An Introduction to English Language Teaching*, ( London: Longman, 1978), p.44



1. Aims

Firstly, the teacher has to be know about his or her aims in teaching vocabulary. Unless the teacher is clever on this point, it will be difficult to assess how successful or otherwise the vocabulary learning. Briefly, it should be clever what the teachers teach and what the students learn.

2. Quantity

After deciding the aims in learning vocabulary, the teachers have to consider the quality of vocabulary which will be learnt by the students How many new words in a lesson the learners can learn? Clearly, the actual number will depend on a number of factors varying from class to class and learner to learner.

3. Need

Teacherscreate a certain situation. They have to communicate and get the words they need. The teacher is aninformant. The vocabulary is a presented based on the students' own need and interest. Then, theywill remember it.

4. Frequent Exposure and Repetition

We cannot remember a new word simply by hearing it once. There has to be a certain amount ofrepetition until there is evidence that the students have learned the target words. A vocabularymust be used as often possible.

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<sup>10</sup> Michael J. Wallace. *Teaching vocabulary*. (London: Heinemann, 1984),` p. 27-31

#### 5. Meaningful Presentation

As well as the form of the word, the learner must have a clear and specific understanding of what the word refers to, although the meaning involves many other things well. This requirement means that the words which are presented by the teachers must have perfect, clear and unambiguous denotation.

#### 6. Presentation in Context

Word usage must be related to the context. It is line with how well the user know to whom and where they speak. Students should learn words in the appropriately context.

#### 7. Situation Presentation

Teachers have to teach vocabulary based on the situation. It means that students should learn words in the situation in which they are appropriately used.

#### 8. Learning in mother tongue and in target language

It is a very different way to learn vocabulary in the mother tongue with or in target language. The teacher must provide both of the types of teaching. Thus students will know the words in the source language or in the target language.

#### 9. Inference procedure in vocabulary learning

It is impossible for the students to master the entire vocabularies of the certain language. They may look up dictionary without understanding all the meaning. By making inference from the concept or guessing the meaning from the context, the students can understand the word.

English vocabulary and grammar learning will be better if it is in a context related to the world of children, to be easily practiced or to communicate. Simply learn the vocabulary can be done through four stages<sup>11</sup>, namely :

1. Introducing

The teacher introduces some new words with correct and clear pronunciation by using guessing card game or picture.

2. Modeling

Teacher gives the example by acting as the model inputting the words into context, such as making simple sentence.

3. Practicing

The teacher invites students to practice the words by imitating teacher.

4. Applying

The teacher helps the students to apply the words in appropriate context. Those steps will help students to comprehend the words' meaning and function. Teacher should determine these in order to take them easier to improve their vocabulary mastery. Besides that, teacher also should determine the appropriate words to be given them. Those should related to their surrounding world because the students do not like learn about things unfamiliar for them.

### **2.1.5 Improvement of Vocabulary**

There are several ways to increase vocabulary:

1. Improve vocabulary through reading. Reading is very effective way to increase vocabulary. It is very easy to encounter new words through reading.

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<sup>11</sup>Kasihani K.E.Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008)47-49.

2. Increase vocabulary through listening. This is another natural way to increase vocabulary. There's an abundance of ways can encounter new words while listening to someone. Through watching TV, movies, videos, listening to the lyrics of different types of music, listening to a speech or lecture, listening to a teacher.
3. Increase vocabulary through writing. Writing original content requires creative thinking. If you want to be unique with writing, a good way to increase vocabulary while writing is to try replace certain words usually use with other words that can replace them.
4. Increase vocabulary with games and activities, playing word/vocabulary games or partaking in various vocabulary activities can be fun, intriguing and an effective way to increase vocabulary.

#### **2.1.6 Kinds of Vocabulary**

In book of An Introduction to English Language Teaching state that vocabulary can be divided into two types, receptive vocabulary and productive vocabulary.<sup>12</sup> Receptive vocabulary can be understood only through listening and reading. Productive vocabulary involves of knowing how to pronounce the word How to write and to spell it, how to use it in correct grammatical patterns along with the words that usually collocate with. Productive vocabulary is also used in appropriate situations.

Some experts divide vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second

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<sup>12</sup>*Ibid*, p.4.

one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Hatch and Brown indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

### 1. Receptive vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing. Receptive vocabulary uses distinguishing the form of a word while listening or reading and retrieving meaning.

﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾  
﴿٤﴾ عَلَّمَ بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: “Read, In the name of your Lord, Who has created (all that exist). Has created man from a clot (a piece of thick coagulated blood), read and your Lord is the most Generous, who has thought (the writing) by the pen (the first person to write was prophet Idress (Enoch). Has taught man that which he knew not. (Qs. Al-‘Alaq: 1-5)<sup>13</sup>

This first word of the verses is IQRA! That means Read. This has a big meaning for us as Allah creature, firstly however, we are the human come to this world cannot read everything at all, but with our ability be permit from Allah finally we can read everything what we want. From this verse, Learner’s receptive vocabulary is useful in understanding what the learner have heard and what they have read. If the learner has much receptive vocabulary, they understand what the text talking about.

<sup>13</sup> Lajnah Pentashih Mushaf Al-Qur’an. (2010), Al-Qur’an Terjemahan Dwibahasa Inggris Indonesia, (Bandung: Al-Mizan Publishing House), p. 753.

## 2. Productive vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Productive vocabulary is used to express a meaning through speaking or writing and producing the appropriate spoken or written word form.<sup>14</sup> Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others.<sup>15</sup>

We as a Muslim should read Quran with understanding so that we can understand its deep meaning. When we know its meaning what Allah has really said in this Holy book then we can implement all the things mentioned in Quran in our daily life. This hadith mentions the advantages of memorizing the Holy Qur'an :

أَدْرَجْتَ عَظِيمًا، أَمْرًا حَمَلَفَقْدَ الْقُرْآنِ جَمَعَمَنْ الْقُرْآنَ لِحَامِلَتِنِ بَغِيْلًا إِلَيْهِ، يُوحِيْلًا أَنَّهُ غَيْرَ جَنِيْبِهِ، بَيْنَا النَّبِيُّ  
لَا تَجْهَلُ؛ مَنْعَجْهَلُو لَا يَجِدُ، مَنْعَجِدَّ أَنْ جَوْفِهِ الْقُرْآنُ.<sup>16</sup>

The Prophet Muhammad (s.a.w) said, *“Whoever recites (memorize) the Qur'an secures knowledge of prophethood within his ribs [bosom], though Divine Revelation is not sent upon him. It does not befit one endowed with the Qur'an that he should be indignant with those in anger, nor should he indulge in any act of ignorance with those who are ignorant, while the Speech of Allah is there in his chest.”*Source: Hakim, Targhib wa Tarhib no. 2/301 - [Sahih]

As a muslim, we have done studied vocabulary since we were born in this world. We started from hearing, reciting, and memorizing the Holy Qur'an.

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<sup>14</sup> P. Nation. Learning Vocabulary in Another Language. (Cambridge: Cambridge University Press, 2001), p. 24

<sup>15</sup> Mofareh Alqahtani, “The Importance Of Vocabulary In Language Learning And How To Be Taught,” International Journal Of Teaching And Education, Vol. III, No. 3 (January 18, 2019/13:06p.m): 21-34

يُخْرَجَاهُ وَلَمْ يُسْنَدَ صَحِيحٌ وَقَالَ (1/738) الْمُسْتَدْرَكُ فِي الْحَاكِمِ أَخْرَجَهُ 16

### **2.1.7 Achievement**

The word achievement may have the same meaning with skill, practice, effort gain a goal or people's mastery on something. Based on Houghton Mifflin in American Heritage Dictionary of the English as quoted by Wardiyah (2011) language means "achieve" as: Something accomplished successfully, especially by means of skill, practice or perseverance, and gain something . In line with Mifflin, Hornby explains that achievement is a thing done successfully, especially with effort and skill<sup>17</sup>. Achievement concerns with that someone has actually learned whereas aptitude is the potential for learning something.

Achievement is a thing done successfully, especially with effort and skill (Oxford Advance Learner's Dictionary, 1989)<sup>18</sup>. There are three aspects of learning achievement such as cognitive consist of knowledge, understanding, application, analysis synthetic and evaluation. Then, affective includes feeling and emotional aspects. And psychomotor relates to the students' skill to do something. It is known from what students' response to the lesson the teacher gives.

### **2.1.8 The Students Achievement in Vocabulary**

Evaluation of students' achievement is necessary. Teaching must give the score to students' work in order to know the successful in teaching learning process and students' achievement in learning vocabulary. The goal of evaluation is not only to know the students achievement but also the development and the progress of the students. Based on the definition, it can be concluded that evaluation conducted at school it meant to evaluate the students' progress and

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<sup>17</sup> Hornby, A.S. *Oxford Advanced Learner's Dictionary of Current English*. (Oxford University Press, 1987), p.11

<sup>18</sup> *Ibid*, p.10

development in mastering the knowledge skill, attitude and value. However the evaluation can motivate learning because;

1. The students who get good score will be motivated to study hard.
2. The students who get lower score will realize their weakness and in the end they will try to develop their achievement better than before.

The teacher must consider how the evaluation can be used to motivate the students to study hard, as following<sup>19</sup>:

1. Education lasts continually and so does the evaluation. The achievement got at that time should be connected with the time before or in the present.
2. Evaluation should be done objectively, so like or dislike is not available in the process but it should be done objectively.

## **2.2. Strategy**

The strategy of this research as follow:

### **2.2.1 Definition of Strategy**

Oxford dictionaries in Rebecca L Oxford defined “The broad meaning of strategy is a plan of action to meet a major or overall aim, although it comes from an earlier military definition, a plan of action of a general, Harper in Rebecca L Oxford.”<sup>20</sup> Strategy is neither strictly art nor science. Yet, in some ways, it is both. As an art, the ability to think strategically is a skill that can be acquired through experience, observation, and study.”<sup>21</sup>

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<sup>19</sup> Taghi Jabbarifar. The Importance Of Classroom Assessment and Evaluation In Educational System. Proceedings Of The 2<sup>nd</sup> International Conference Of Teaching And Learning (ICTL) INTI University College, Malaysia.2009), p.6

<sup>20</sup> Rebecca L. Oxford. Teaching and Researching Language Learning Strategies: self-Regulation in Context, Second Edition. (New York: Routledge, 2017), p. 11

<sup>21</sup> Gabriel Marcella. Teaching Strategy: Challenge and Response. (United States: Army War College, 2010), p. 14-15



Strategy is a plan, a method, or series of activities designed to achieves a particular educational goal. In the world of education, strategy is defined as planning that contains about a series of activities designed to achieve certain educational goals. It means that strategy to helps the teacher handles their classroom in learning and teaching process. A second language employed such distinct activities called language learning strategies to make learning more pleasurable, easier, and more selfdirected to new situations.

Vocabulary learning strategies assist learners to take on responsibility for their own learning. According to Nation's point of view learners can achieve a large number of vocabularies can be obtained by adopting vocabulary learning strategies. In Islam, Allah proclaims that learning or teaching strategy is needed in lerning process, because by applying a strategy the students will easier understand about the material. As learners enhance greater fluency and expression in English, it is important for them to learn more productive vocabulary knowledge and to improve their own personal vocabulary learning strategies.

Having good knowledge about various types of vocabulary learning strategies and applying them in appropriate situations, students can expedite the process of vocabulary 18 learning. Applying strategies independently of a teacher is the most influential method to learn vocabulary.<sup>22</sup>Classroom activities should be meaningful and involve real communication. Learning strategies that work for some learners may not work for others. No vocabulary strategy by itself is totally effective; many factors influence the effectiveness and helpfulness of strategies.

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<sup>22</sup> Hamed Barjesteh, And Lida Farsi, "*Investigating the Interplay between Age Range and Vocabulary Learning among EFL Learners*,"*Theory and Practice in Language Studies*, Vol. 8, No. 2 (January 23<sup>th</sup> 2019): 238-243.

For example, knowing the definition of a word may be useful at a certain point but it might not serve to improve reading comprehension. The reader also has to appreciate how the word fits into the context.

For writing, definitions do not always contain enough information to allow a person to use a word correctly. There is a big difference between knowing what a word means and being able to use it. This can explain why our students have problems writing meaningful sentences by using new words and why they will encounter difficulties while trying to use context as a vocabulary learning strategy. We should instruct our students in the use of a variety of strategies to help them in a more effective way. Later, they can choose which vocabulary strategies work best for them.<sup>23</sup> It is important to remember that adults are self-directed and responsible for their own decisions; they are goal oriented and learn about what is relevant to them. So, strategy is a planned action of activities to reach consciously learning objectives designed.

From the explanation above it can conclude that strategy is the key for teacher to improve their ability in teaching their students, to make the students more active and easy to understand based on their goal as good teacher. Teachers must be creative in teaching the lessons to their student. The strategy of teaching should be easy, enjoyable, innovative, stimulate and improve students' ability. A good strategy of teaching will make the students more spirit in English learning.

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<sup>23</sup>Clarena Larrotta, "Second Language Vocabulary Learning and Teaching: Still a Hot Topic," *Journal of Adult Education*, Vol. 40, No. 1 (2011): 1-2.

## 2.3. Frayer Model

The Frayer model be discuss as follow :

### 2.3.1. Definition of Frayer Model

A Frayer Model is a graphic organizer that helps students determine or clarify the meaning of vocabulary words encountered while listening, reading, and viewing texts. It is used before reading to activate background knowledge, during reading to monitor vocabulary, or after reading to assess vocabulary. This strategy supports students' acquisition of new words and using resource materials by providing students with a structure to examine words for their definitions, characteristics, examples, and non-examples. Word learning requires multiple exposures to the word within meaningful contexts.<sup>24</sup>

Frayer model as an ideal strategy for teaching critical content vocabulary when students need to know the defining features of a concept in depth and Winters, Interactive frames for vocabulary growth and word consciousness. The Reading Teacher (2009), 685-690. 20 compare and contrast it with similar concepts. The Frayer model can also be used as a formative assessment of conceptual understanding because it activates students' thinking about a concept. Used as an in-class activity, the Frayer model also capitalizes on student interactions as they discuss, share, and work with the terminology. Frayer Model helps students learn new concepts through the use of attributes and non attributes.<sup>25</sup>

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<sup>24</sup>Winters, *Interactive frames for vocabulary growth and word consciousness. The Reading Teacher* (2009), 685-690.

<sup>25</sup> Gholam Reza, and Banafsheh, "In defense of a hybrid model of efl vocabulary instruction," *Journal of language teaching and research*, Vol. 4, no. 1 (18<sup>th</sup> January 2019, at 11:03a.m), p.139- 148.

### **2.3.2. The Implementation of Frayer Model**

1. Select a word from a self-contained passage of text.
2. Establish the purpose of the strategy.
3. Provide students with a Frayer Model and use a think-aloud as you model the process of using the Frayer Model to analyze the word and determine its meaning.
4. Write the selected word.
5. Write the characteristics of the selected word. Scaffold as needed.
6. Write examples of the selected word. Scaffold as needed.
7. Write non-examples of the selected word. Scaffold as needed.
8. Write a definition for the selected word in your own words. Scaffold as needed.
9. Check the meaning of the word with the dictionary definition.
10. Have students use the Frayer Model to determine the meaning of words. Scaffold as needed.

### **2.3.3. Purpose of Frayer Model**

The purpose of the Frayer Model is to identify and define unfamiliar concepts and vocabulary. Students define a concept/word/term, describe its essential characteristics, provide examples of the idea and suggest non examples of the idea (knowing what a concept isn't helps define what it is). This information is placed on a chart that is divided into four sections to provide a visual representation for students. The model prompts students to understand words within the larger context of a reading selection, as it asks students to analyse the concept/word (definition and characteristics) and then synthesise or

apply this information by thinking of examples and non examples. It also activates prior knowledge of a topic and builds connections.

#### Explicitly Teaching the Frayer Model<sup>26</sup>

##### Step 1

Explain the Frayer model chart to the class by using a common word to demonstrate the various components. Model the type and quality of desired answers when giving the examples. Think out loud as you try to come up with examples and non examples, etc. Pictures/symbols can also be used.

##### Step 2

Then review a pre selected list of key concept words with the class before reading about the topic in the textbook. Read the text selection.

##### Step 3

Choose a key concept word from the topic read and have students help you complete the Frayer chart.

##### Step 4

Pass out blank copies of the Frayer Model or have students create a chart in their copies.

##### Step 5

Then students practice the strategy in pairs or in small groups with the key concepts and key vocabulary from the topic. (Each group could also be given different key concept words).

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<sup>26</sup>Frayer, D. A., Frederick, W. C., & Klausmeier, H. J. (1969). *A schema for testing the level of concept mastery* (Technical Report No. 16). Madison: University of Wisconsin, Research and Development Center for Cognitive Learning.

#### Step 6

The groups share their completed charts with each other. Students can then add additional words/images/symbols to the Frayer chart until all four categories are substantially represented.

### **2.3.4. The Advantages and The Disadvantages of using Frayer Model**

Here is the advantage and disadvantage of using Frayer model will be discuss as follow :

#### **2.3.4.1 The Advantages**

1. This strategy is excellent for revising vocabulary.
2. Making the active students because every student have to define a concept or word or term.
3. Giving the oppurtunity for all of students to deccribe the characteristics, provide examples of the idea and suggest non examples of the idea.
4. Use critical thinking skills as they ask thoughtful questions to narrow down a large list of words to one "secret word."
5. This strategy is a good activity for reviewing important vocabulary at the end of a lesson.
6. Make the team work cohesively and build up the confidence of students .
7. To help you give information to existing knowledge

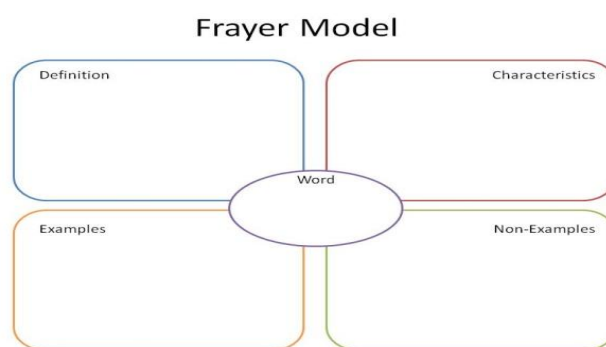
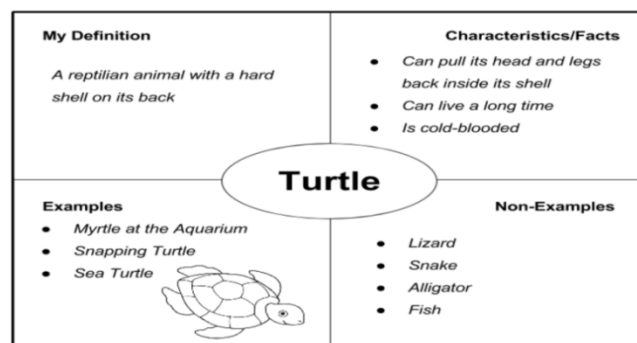
#### **2.3.4.2 The Disadvantages**

1. Some of the students will be passive because they have lack of vocabulary.
2. Some of the students missing the vocabularies because they do not focus just some active students who can focus on this strategy.
3. More confident students tend to dominate when defining the secret word.
4. This strategy will need more time.

### 2.3.5. Frayer Model Examples

The Frayer model helps students go beyond definitions to examine a concept by graphically organizing their prior knowledge into different areas. The model requires students to define a target vocabulary word or concept, identify characteristics and facts for the word, and apply this information by generating synonyms (examples) and antonyms (nonexamples). This information is placed on a graphic organizer that is divided into four sections to provide a visual representation for students.

**Figure 2.1 Frayer Model Examples**



This instructional strategy is designed to support concept mastery, promote critical thinking, and assist students with identifying and understanding unfamiliar vocabulary in content areas. Students are not simply memorizing a word and its definition; rather, they are doing more with that word to help them truly understand the term.

## B. Relevant Study

The researcher takes some relevances studies to support this study which is focused on the strategy to improve students' vocabulary. There are several related study gives below:

1. On of this relevances studies is from Rostifa: in her study with a title "Improving vocabulary mastery through Anagram Technique, it was written in journal of ELTS. Vol. 4 No. 3, FKIP UNTAD: 2016. This research explains about *whether or not the vocabulary mastery of the students can be improved through anagram technique*. She used Anagram Technique to make the students understanding vocabulary, because using this technique is more effective to teach English vocabulary than just teaching only with theory and memorizing vocabulary in front of the class. In fact, the result of analysis of interpretation of the data shows that teaching English vocabulary is probably more effective by using Anagram Technique can see from the result of the test. By using Anagram Technique, the researcher hopes that the students will be interested in learning English vocabulary, and then it is easier for the researcher to transfer her knowledge to the students. This is suitable such as what the researcher does to her research.
2. Besides that, the research about improving students' vocabulary has done by Eka Wati under the title: "Improving Students' Vocabulary Achievement by Applying Guessing Word Game." 22 This research explains about the implementation of Guessing Word Game in teaching English vocabulary. She used Guessing Word Game to make the students



understanding vocabulary, because based on herself using this technique is affective to improve students' vocabulary. It is also can be alternative to overcome students' boredom. By using Guessing Word Game, the researcher hopes that the research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of the Guessing Word Game.

3. The research about improving students' vocabulary has done by Ridho Istianto under the title: "Improving Students' Vocabulary Mastery through Word Wall Strategy."<sup>27</sup> This research explains about the implementation of Word Wall Strategy in teaching English vocabulary. He used Word Wall Strategy to make the students understanding vocabulary, because based on herself using this technique is effective to improve students' vocabulary. It is also can be alternative to overcome students' boredom. By using Word Wall Strategy, the researcher hopes that the research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of the Word Wall Strategy.
4. Besides that, the research about improving students' vocabulary has done by Ika Rahmadani Lubis under the title: "*Improving Students' Vocabulary Mastery by Using Fly Swatter game in The First Grade of MTs. Persatuan Amal Bakti (PAB) 1 Helvetia.*"<sup>22</sup> This research explains about the implementation of Fly Swatter game in teaching English vocabulary. She used Fly Swatter game to make the students understanding vocabulary,

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<sup>27</sup>English Education Study Program Art And Language Education Department Teacher Training And Education Faculty Lampung University, 2013

because based on herself using this technique is affective to improve students' vocabulary. It is also can be alternative to overcome students' boredom. By using Fly Swatter game, the researcher hopes that the research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of the Fly Swatter game.

5. The last research is about improving students' vocabulary has done by Lailan Mardiyah Rangkuti under the title: *"Improving Students' Vocabulary Achievement through Frayer model."*<sup>23</sup> This research explains about the implementation of Frayer model in teaching English vocabulary. She used Frayer model to make the students understanding vocabulary, because based on herself using this technique is effective to improve students' vocabulary. It is also can be alternative to overcome students' boredom. By using Frayer model, the researcher hopes that the research can be used as an additional reference, there will be a further research with different discussion which can make a revision within development of the Frayer model.

### **C. Conceptual Framework**

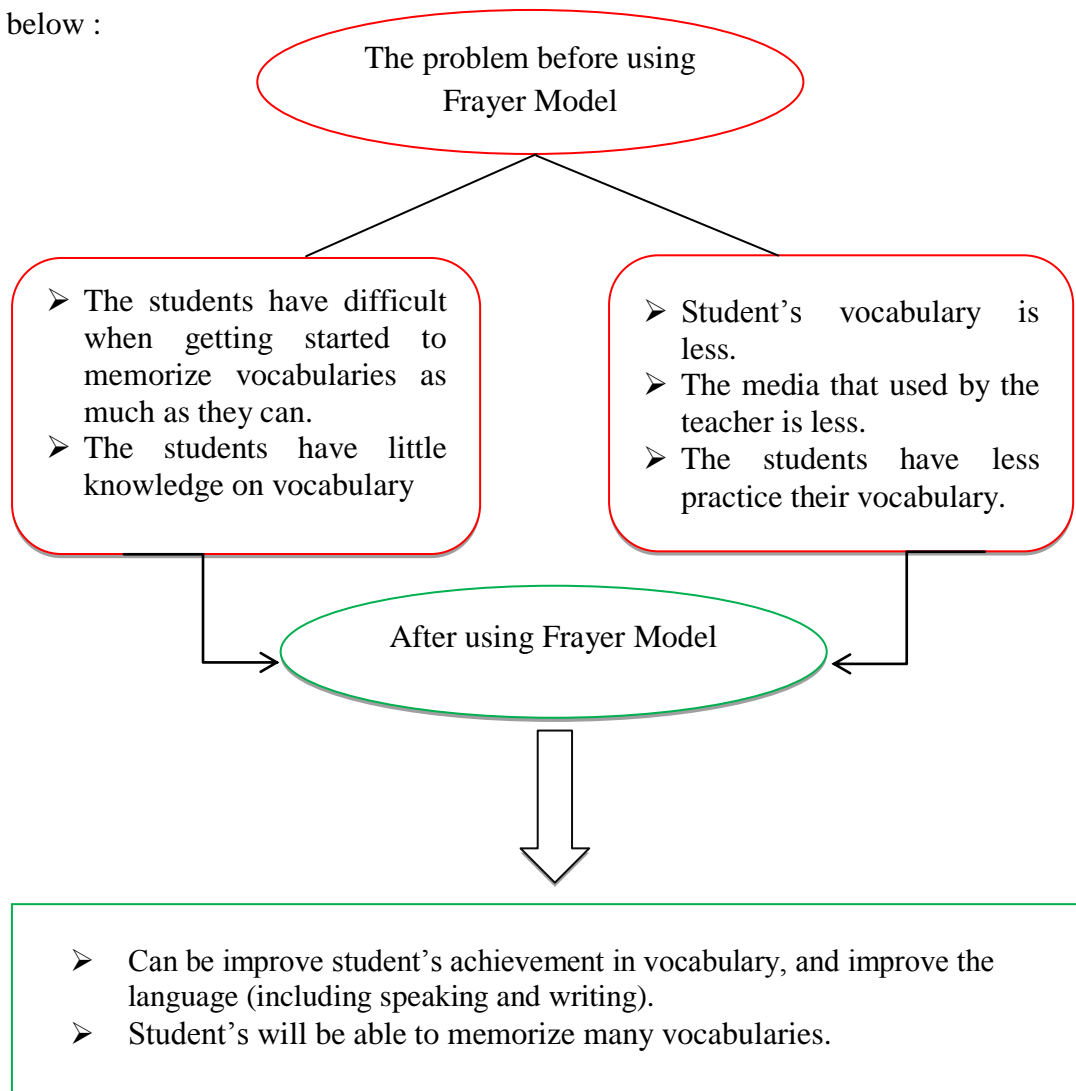
As mentioned above, the students should have knowledge about vocabulary. Vocabulary is one of basic elements in mastering English, because if students cannot know vocabulary, the students automatically will not obtain the four of skills of English, such as listening, reading, speaking, and writing.

In obtaining the four skills of English, the teacher must use an effective technique in teaching vocabulary. It is also essential for students to learn English but they often face difficulties in learning vocabulary. It is because the teaching learning process is monotonous. Therefore, it is not surprising that the students face difficulties in mastery vocabulary.

Students know that vocabulary development is essential for them to learn English, but they often do not have a clear understanding of how to go about really learning vocabulary. For students remember new word is hard because word is slippery things. To overcome those problems, the teachers are expected to have some strategies which can help them in teaching English, especially in teaching vocabulary. The troubles of topic and specific details can be narrowed by using Frayer Model in the learning process. When using Frayer Model, students can gain their understanding to memorize many vocabularies because this strategy can be used to generate ideas and interesting.

It means that when students get started they learning process, they can get many new vocabularies specifically and enjoyably by using Frayer model. The teacher should be creative and up to date for giving new word. They can do anything they want to improve their vocabulary achievement. Frayer model is consider as an effective, interesting, and enjoyable way to teach vocabulary, because it can give students enjoyment or challenge in studying vocabulary. Frayer model must have hard focus and good listening for answer the teacher instruction.

The conceptual framework of the study was summarized in a visual illustration below :



From the discussion above, the researcher proposed that Frayer model in teaching vocabulary in English language could improve students' vocabulary achievement.

#### **D. Actional Hypothesis**

Based on the explanation of the theoretical and conceptual framework of taught above, the actional hypothesis of this research was drawn as the following: Frayer model improves students' vocabulary achievement at the seventh grade student of SMPN 1 Kualuh Hilir.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### A. Research Design

This study was conducted by using Classroom Action Research. According to Michael J. Wallace, "Classroom Action Research is a type of Classroom Research carried out by the teacher in order to solve problems or to find answers toward context-specific issues."<sup>28</sup> It is called CAR because the research focuses on a particular problem and a particular group of students in a certain classroom. It will be done by systematically collecting data in practice and analyzing it in order to come to some decisions about what the future practice will be.

Suharsimi explains Classroom Action Research through the combined definitions of three words, Research, Action and Class. The meaning of each word are follow;

1) *Research*

Research is an activity to observe an object by using method and specific to obtain data or information in solving a problem.

2) *Action*

Action is intentional activity with the specific purpose, the action implement in a series cycle.

3) *Class*

Class is a group of students in the class, the students study not only in limit area but also in other place such as laboratory, study tour, etc.<sup>29</sup> Class is also group of students who are in the same time receive the lesson from a

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<sup>28</sup> Michael J. Wallace, *Action Research for Language Teachers*. (Cambridge: Cambridge University Press, 2006), p. 5

<sup>29</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2007), p. 2-3.

teacher.<sup>30</sup> Constrains which were written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with “room for teacher to teach”. Class not just a room but a group of students who are studying. By combining three words above, classroom action research reflection to activity which is intentionally appeared and happened in class. The method of Classroom Action Research can be expected to solve the problem and can improve the students’ vocabulary achievement at SMPN 1 Kualuh Hilir.

## **B. The location and Subject of the Study**

Location and subject of this research as follow :

### **1. Location of the Study**

This research was conducted in SMPN 1 Kualuh Hilir, the school is located at Jl. Ahmad Yani Kelurahan Kampung Mesjid, district of Kualuh Hilir – Labuhanbatu Utara. It was carry out at seventh grade students of SMPN 1 Kualuh Hilir. This school is chosen as the field of the study based on the writer has teaching learning experience during teaching practice- , therefore the writer knows the condition of this school.

### **2. Subjects and Participant**

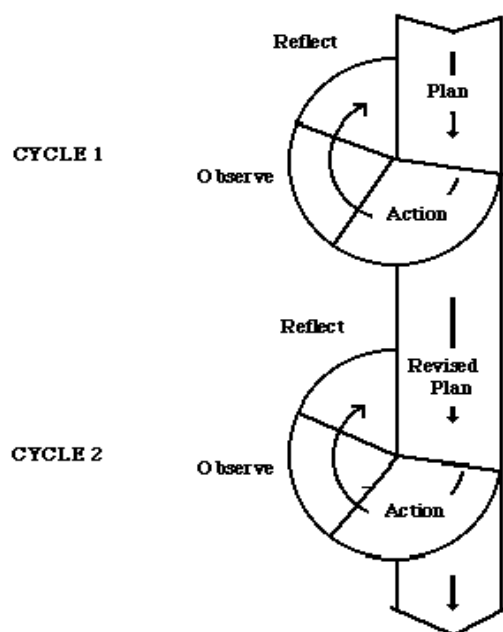
The subject of the study is the grade seven, exactly the students of class VII of SMPN 1 Kualuh Hilir academic year 2018/2019. The participant consists of 23 students, 14 female and 9 male students. It is deciding this class because the writer assumes that those students need the improvement of their vocabulary enlargement.

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<sup>30</sup> Wina Sanjaya. *Penelitian Tindakan Kelas*, (Jakarta: Kencana, , 2009), p. 26

### C. Procedures of Data Collection

Procedures of data collection in this research was consist into four Phases: Planning, Acting, Observing, and Reflecting. According to Kemmis and McTaggart in Burns, action research consists of four major phases, they are planning, action, observation and reflection. Each cycle consists of those four steps. After one cycle, there would be a reflection of the action.<sup>31</sup>



**Picture 3.1. Cyclical Action Research Model Based on Kemmis and McTaggart in Burns.<sup>32</sup>**

Here are the explanations about four phases:

#### 1. Planning Phases

In the planning phase, the researcher will observe the problem of students' vocabulary by interview the teacher, then identifying and diagnosing students' vocabulary problem occur in the class proven. After get the result, the researcher will selected the material based on the basic competency that

<sup>31</sup>Anna Burns.(2010) Doing Action Research in English Language Teaching: A Guide for Practitioners, New York: Routledge, p.8

<sup>32</sup>*Ibid.*, p.9

relevant with vocabulary. The material will take from textbooks, internet and other sources. From the material the researcher will designing lesson plan and plan to be applied Frayer model during the first cycle of the research. A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action research (CAR). Meanwhile the specific planning is aim at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepare to be implemented in VII grade at SMPN 1 Kualuh Hilir. It has been mention some instruction regarding procedures of teaching media, resources, and evaluation.

## 2. Acting Phases

The acting phase will do from an act which planned before. In this phase, it begins the process of going more deeply into the issue being researcher. The researcher will implement Frayer model in teaching learning process for vocabulary topic. The acting will carry out in two cycles, each cycle take two meetings and depends on the material needs that existed in the semester or annual program designed by the teacher.

## 3. Observing Phases

In observing phase, the researcher write all events which is happen in the class, and also carries out observation toward implementation of the action using field note or unstructured observation sheet. The researcher will



observe the outcomes of the intervention and reflecting on its effectiveness. When observing, the research should notice and note all of the activities in physical classroom. It may be about the teacher's performance, class situation, students' response, etc. in this phase is also collects the data derive from evaluation or post test.

#### 4. Reflecting Phases

The last phase is reflecting. The aim of this phase is to reflect or evaluation from three phases before, it is done based on the data that have been to hold evaluation for completing the next cycle. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still may have find some problems, it needs to move to the next cycle until it solve.

The procedures of research are performs by administrating two cycles. Each cycle contain four steps which are planning, action, observation, and reflection. Before the cycle I begun, orientation test is administrated to identify the basic knowledge of the students about vocabulary achievement.

#### **Cycle I**

##### a. Planning

The following points was the specification of the planning was first cycle:

1. Conducting the cycle in two meetings.
2. Administrating the vocabulary learning process according to lesson plan and preparing the facilities and media that is used in teaching-learning.
3. Conducting pre-test in order to know the students' basic ability in vocabulary achievement and reparing material for vocabulary achievement.

4. Conducting a test of vocabulary achievement by using Frayer model in last meeting.
5. Preparing the instrument for collecting data, such as diary notes, observation, and interview sheets.

b. Action

In this step, the students were be taught how to comprehend vocabulary achievement by using Frayer model. Action is the process of doing. It is the implementation of planning. So, in this phase, everything that will be planned was done. There are many activities in class, they are:

1. The teacher introduced the concept of question answer relationship by explaining each type of question, providing a clear example of each, and discussing the difference in each.
2. Next, assign a new vocabulary to students to read.
3. The completion of reading, leads the students through the process of using Frayer model to develop the new vocabulary that have give by the teacher and then verify their answers. Ascertain that they clearly understand the differences among each part of frayer model.
4. Continue this practice, increasing the number of new vocabulary, until students are clearly able to understand the differences among the part of frayer model and can identify definitian, caracteristic, example and non-example of the new vocabulary.
5. Finally, ask students to make and develop a set of questions for their classmates to identify and answer about frayer model.

### c. Observation

The observation was conducted to all the process and atmosphere of vocabulary mastery and learning process. The researcher want to find out the overall condition occur during the instruction. Observation was aimed at finding out the information that is used to be evaluated and the basic of reflection. Therefore, conducting observation must be gone carefully. In observation, the researcher will attantion in action and certain behavior that appeared during studying vocabulary. These are many things that will be seen the researcher in this phase, as follow:

1. The atmospher of the student, whether they have understood or confused about the material.
2. The activeness students in learning-process, whether they are quiet or not.
3. The teachers did not explain that each of the group must responsible to the group discussion.
4. The teacher did not admonish the students who couldn't control their voice to be quiet.
5. The teacher did not move around the class during the task in other to see the students' difficulty in discussing the subtopic and to give helping when needed.

### d. Reflection

Reflection had evaluative aspect to effect of spacious issues and suggest handling it. Reflection is used to help the teacher to make decision for what to do or to revise. The researcher takes the feedback of this vocabulary achievementand learning process from the result of the observation, the

problem that exist, and the cause of problem. If the result does not reach the goal that determines, the researcher makes decision that the researcher need to continue to the research into cycle II.

## **Cycle II**

Action research was cyclical. After cycle of planning, action, observation, and reflection in cycle I, the process in the cycle II was same with first cycle, whit of course more improvement vocabulary achievement material. Cycle II was done if there was insignificant improvement of students' vocabulary achievement.

During the treatments, vocabulary achievement test was gave to the students at the end of every meeting. The students were testing by asking them to answer 20 questions multiple choices.

## **D. Techniques of Data Collection**

In this research, the data was collect by using quantitative and qualitative data.

### **a. Quantitative**

In quantitative data, it will conduct by vocabulary test. There are two kinds of test will be give by researcher to the students. They are pre-test and posttest. The pre-test will be done before implementing Frayer model in learning vocabulary. It is to measure students' vocabulary achievement at first. Meanwhile, the post-test is implementing after using Frayer model. The test is hold on the end of every cycle.

In this research, the test consists of 20 items in form of multiple choices and essay for each test. The test will give to the students in the class and they have 30 minutes to finish the test, the researcher will give work sheet to the students and they will choose the best answer by give a

circle or the crosswise to the options that have been available. The test will create by researcher from some resources such as: junior high school students' book, grammatical book, etc. The test will conduct in order to see the improving students' vocabulary achievement relates to the subject they have learnt.

b. Qualitative

On the other side, the qualitative data described the situation and condition during teaching learning process. In the qualitative data, the researcher uses observation, interview, and photograph evidence.

1. Interview

The resercher was make a list of questions that has been ask to the English teachers in SMPN 1 Kualuh Hilir to know their difficulties in teaching English especially in English vocabulary. The question also has been prepare to acquire some information related to their problems and motivation in learning English.

2. Observation

In this case, the researcher was used the direct observation in SMPN 1 Kualuh Hilir. The researcher observation the condition in the class when teaching learning process go on, students' skill and the problem of students in learning English especially in vocabulary. The researcher will write the entire occurrence during classroom action research, class situation in the classroom activity, and students' response concerning the use frayer model.

### 3. Documentation

As a qualitative research, the researcher was made the documentation of the research. The researcher used a camera to collect all the data, to providing reference points is by take the picture during the research. The function of photography is a way of reporting, observation, reflection, and reaction of students in teaching and learning process.

### F. Techniques of Data Analysis

The researcher used the quantitative and qualitative data as the technique of analysis data. The data are both analyze quantitatively and qualitatively.

#### a. Quantitative

The quantitative data was used to analyze the score of the students. Quantitative data is broadly used to describe what can be measure or count. To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula:

$$X = \frac{\sum x}{N} \times 100\%$$

Where :

X = Mean of the students

$\sum x$  = Total score

N = Number of students

To categorize the number of the students who are competent in vocabulary, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = the percentage of students' improvement

R = the number of students' point

T = the total number of the students.

Then, after getting mean of students' score per actions, the writer identifies whether or not there might have students' improvement score on speaking skill from pre-test and post-test score in cycle 1 and cycle 2. In analyzing that, the writer uses the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y<sub>1</sub> = Post-test I

$$P = \frac{y_2 - y}{y} \times 100\%$$

Where:

P = Percentage of students' improvement

y = Pre-test result

y<sub>2</sub> = Post-test I

Therefore, by applying of the data, it is expected that the implementation of Frayer model in improving students' vocabulary is achieved by using percentage.

#### b. Qualitative

The qualitative data was used to describe the situation during the teaching and learning process. They would be analyzed from interview and observation. In qualitative data analysis use interactive analytical technique consist of: (1) Data reduction (2) Display Data (3) Conclusion . According to Miles and Huberman (1994:10), analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.

In this research, the researcher used Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction

Data reduction was the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written-up fields' notes or transcriptions. It means that the researcher had been reducing the data before, during, and after the data as well as analyzing the data. The data reduced in this study were data found in the interview transcript.

2. Data Display

The next step was analyzing the data. It is data display. It is an organized, compressed assembly of information the permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyze what will happen with the data presented. In this study, the researcher would be use the multiple choices in displaying the data, because it is most common data display would be use in qualitative research.

3. Conclusion Drawing and Verification

The last step of analyze which would draw conclusion and verification. From the start of the data collection, the qualitative data analyze would begin to decide what things mean is nothing regulation, patterns, explanation, possible configuration, causal flows and preposition. The conclusion in qualitative research was a new discovery that can be an answer of the research problem. The conclusion was from description of the object of this study. Finally, in this step the researcher would get the result and conclusion of the research.



## **CHAPTER IV**

### **DATA ANALYSIS AND RESEARCH FINDINGS**

#### **A. The Description of the Data**

A preliminary study was conducted on Wednesday 15<sup>th</sup> May until Friday 21<sup>st</sup> June 2019 in SMPN 1 Kualuh Hilir to get data about the factual conditions of the problems faced by the teacher and students in teaching learning English especially vocabulary.

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking vocabulary test. The qualitative data were taken from observation result, questionnaire result, interview, and photography evidence. This research was conducted in one class of SMPN 1 Kualuh Hilir that class VII-1 with 23 students. This research was accomplished in two cycles, while every cycle consisted of four steps (planning, acting, observing, and reflecting). The first cycle conducted in three meetings include pre-test. The second cycle was conducted in four meetings. In the last meeting of each cycle, the students were taken the test as the post-test consist of post test I for cycle I and post test II for cycle II.

#### **1. The Quantitative Data**

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle. The result of the test score of students were shown in the table.

**Table 4.1 The Students' Score during Cycle I (Pre-Test and Post-Test I)  
and Cycle II (Post-Test II)**

NO	Initial of Students	Score		
		Pre-Test	Post-Test I	Post Test II
1	AHA	50	70	80
2	AA	45	75	85
3	AI	40	65	70
4	AR	65	75	85
5	DAN	50	65	85
6	ES	30	60	65
7	FA	70	80	90
8	HN	90	95	100
9	IJA	65	90	95
10	MAS	70	80	85
11	MBS	50	70	75
12	ND	85	90	100
13	NSA	50	70	80
14	NSU	55	70	85
15	PR	65	85	95
16	RJH	50	70	80
17	RAS	60	75	85
18	SA	65	70	80
19	SRD	75	80	85
20	SI	60	70	80
21	WA	55	80	85
22	ZH	80	90	100
23	ZI	60	75	85
Total $\frac{\sum x}{N}$		1385	1745	1965
The Mean Score		60.2	75.86	83.95

## **2. The Qualitative Data**

### **2.1 Observation**

The researcher observed and investigated the students, the situation and the problem or obstacles found during teaching learning process. Observation sheet was used to measure the level of students' activities during teaching and learning process in which frayer model was applied students' activities, behaviour students' ability in vocabulary, and interaction between teacher and students. (See Appendix III: Observation Sheet)

In teaching-learning process by using frayer model they feel enjoy and motivated to memorize and learning English. It seen from their enthusiastic and interested in the lesson whiles the teaching learning process and the increase of their understanding and memorizing from their score.

### **2.2 Interview**

The interview was done before conducting the first cycle. The object of interview is English teacher and the students. This interview also done after implemented the technique. From the teacher's answer interview showed that there were differences feeling before and after the implemented of the technique.

The teacher felt satisfied with the improvement made by the students focus on vocabulary score through the technique. The teacher also motivated to use Frayer model because it could facilitate the students in retaining their vocabulary. (See the Appendix II)

## 2.3 Documentation

Photography is one of source as documentation or responding observation for researcher to catch every moment. It was taken when the students did the vocabulary test and during the teaching-learning process in the classroom. From the photo will be found the response of students that the students were active and enthusiastic during the teaching-learning process. (See the Appendix V)

### B.Data Analysis

#### - Quantitative Data

The researcher gave test in the end of each cycle. It has been found that the means of students score increasing from pre test until post test.

The pre test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students' real competence and problems in vocabulary. In pre test, there were 20 questions, 20 questions in multiple choices .

**Table 4.2 Students Test Score**

NO	Initial of Students	PRE-TEST	
		Score	Successful Criteria (>75)
1	AHA	50	Unsuccessful
2	AA	45	Unsuccessful
3	AI	40	Unsuccessful
4	AR	65	Unsuccessful
5	DAN	50	Unsuccessful
6	ES	30	Unsuccessful
7	FA	70	Unsuccessful
8	HN	90	Successful
9	IJA	65	Unsuccessful

10	MAS	70	Unsuccessful
11	MBS	50	Unsuccessful
12	ND	85	Successful
13	NSA	50	Unsuccessful
14	NSU	55	Unsuccessful
15	PR	65	Unsuccessful
16	RJH	50	Unsuccessful
17	RAS	60	Unsuccessful
18	SA	65	Unsuccessful
19	SRD	70	Unsuccessful
20	SI	60	Unsuccessful
21	WA	55	Unsuccessful
22	ZH	80	Successful
23	ZI	65	Unsuccessful
Total $\frac{\sum x}{N}$		1385	
The Mean Score		60.2	

From the table of pre test, the total score of students was 1385 and the number of students who took the test was 23 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1385}{23}$$

$$X = 60.2$$

From the table above, students' vocabulary achievement in English lesson was still very low. The mean of students was 60.2. To know the student' who were competent was calculated by applying the formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{20}{23} \times 100\% = 91.30\%$$

$$P_2 = \frac{3}{23} \times 100\% = 13.04\%$$

**Table 4.3 Distribution of Students' Vocabulary Achievement in Vocabulary for Pre-Test**

	Criteria	Total Students	Percentage
$P_1 = \frac{20}{23} \times 100\%$	Unsuccessful	20	91.30%
$P_2 = \frac{3}{23} \times 100\%$	Successful	3	13.04%

From the table analysis above, the students' vocabulary achievement in English lesson was still low. From the criteria, 3 students got successful score or it was only 13.04%. In other side 20 students got unsuccessful score or it was 91.30%. It could be concluded that the students' vocabulary achievement in English lesson was still low.

From the explanation above, students' vocabulary achievement in English lesson was classified low. Then post test continued in cycle I. In the post test of the cycle I, the analysis can be followed below:

**Table 4.4 The Result of Students' Vocabulary Achievement in English lesson**

NO	Initial of Students	POST-TEST CYCLE I	
		Score	Successful Criteria (>75)
1	AHA	70	Unsuccessful
2	AA	75	Successful
3	AI	65	Unsuccessful
4	AR	75	Successful
5	DAN	65	Unsuccessful
6	ES	60	Unsuccessful

7	FA	80	Successful
8	HN	95	Successful
9	IJA	90	Successful
10	MAS	80	Successful
11	MBS	70	Unsuccessful
12	ND	90	Successful
13	NSA	70	Unsuccessful
14	NSU	70	Unsuccessful
15	PR	85	Successful
16	RJH	70	Unsuccessful
17	RAS	75	Successful
18	SA	70	Unsuccessful
19	SRD	80	Successful
20	SI	70	Unsuccessful
21	WA	80	Successful
22	ZH	90	Successful
23	ZI	75	Successful
Total $\frac{\sum x}{N}$		1745	
The Mean Score		76.2	

From the table of post test in cycle I, the total score of students was 1745 and the number of students was 23 students, so the students' mean was:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1745}{23}$$

$$X = 76.2$$

From the analysis above, students' vocabulary achievement in English lesson got increasing. The mean of students was 76.2. And the number of

students' who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{10}{23} \times 100\% = 41.66\%$$

$$P_2 = \frac{13}{23} \times 100\% = 56.52\%$$

**Table 4.5 Distribution of Students' Vocabulary Achievement in English Lesson for PreTest**

	Criteria	Total Students	Percentage
$P_1 = \frac{10}{23} \times 100\%$	Unsuccessful	10	41.66%
$P_2 = \frac{13}{23} \times 100\%$	Successful	13	56.52%

The mean students was 76.2. 13 students got successful or it was 56.52%. The other side 10 students got failed score or it was 41.66%. Post test in cycle I is categorized unsuccessful. The result of standard of success criteria (SKM) minimum was >75 score.

Based on the result of the students' vocabulary achievement in the cycle I, there was an increase of students' mean score from the students' vocabulary achievement on the preliminary study to the students' vocabulary achievement on the first cycle. It was from the preliminary study mean score from the mean class 60.2% increased to 76.2% or from 3 students who passed the score above the Minimum Mastery Criterion to 13 students. It means that there was 26.57% of mean score improvement.



The improvement percentage derived from the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{76.2 - 60.2}{60.2} \times 100\%$$

$$P = \frac{16}{60.2} \times 100\%$$

$$P = 26.57\%$$

Students' vocabulary achievement in English lesson on the topic job activities was classified unsuccessful, so cycle II is need to increasing the higher score of students, so it must be increased in cycle II. And the following analysis for cycle II is:

**Table 4.6 The Result of Students' Score for Cycle II**

NO	Initial of Students	POST-TEST CYCLE II	
		Score	Successful Criteria (>75)
1	AHA	80	Successful
2	AA	85	Successful
3	AI	70	Successful
4	AR	85	Successful
5	DAN	85	Successful
6	ES	65	Unsuccessful
7	FA	90	Successful
8	HN	100	Successful
9	IJA	95	Successful
10	MAS	85	Successful
11	MBS	75	Successful
12	ND	100	Successful
13	NSA	80	Successful
14	NSU	85	Successful
15	PR	95	Successful

16	RJH	80	Unsuccessful
17	RAS	85	Successful
18	SA	80	Successful
19	SRD	85	Successful
20	SI	80	Successful
21	WA	85	Successful
22	ZH	100	Successful
23	ZI	85	Successful
Total $\frac{\sum x}{N}$		1965	
The Mean Score		85.43	

From the table, the students' vocabulary achievement in English lesson was improved by using Frayer model. The standard of maximum criteria was achieved with mean 85.43% from the total score of students was 1965 divided the number of students who done the test was 23 students, so the students' mean was :

$$X = \frac{\sum x}{N}$$

$$X = \frac{1965}{23}$$

$$X = 85.43$$

From the analysis above, students' vocabulary achievement in English lesson has increased. The mean of students was 83.95 and the number of students who were competent in vocabulary test was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

$$P_1 = \frac{2}{23} \times 100\% = 8.69\%$$

$$P_2 = \frac{21}{23} \times 100\% = 91.30\%$$

**Table 4.7 Distribution of Students' Vocabulary Achievement in English Lesson for Post-Test Cycle II**

	Criteria	Total Students	Percentage
$P_1 = \frac{2}{23} \times 100\%$	Unsuccessful	2	08.69%
$P_2 = \frac{21}{23} \times 100\%$	Successful	21	91.30%

From the table of analysis, the students' achievement in vocabulary increased. The mean of students was 85.43. From the criteria 21 students got success score or it was 91.30%. In the other side 2 students got failed score or it was 08.69%. It could be concluded that the students' vocabulary achievement in english lesson increased. Post test cycle II was categorized success.

The calculation of the improvement percentage is gained from the following formula:

$$P = \frac{y_2 - y_1}{y_1} \times 100\%$$

$$P = \frac{85.43 - 60.2}{60.2} \times 100\%$$

$$P = \frac{25.23}{60.2} \times 100\%$$

$$P = 41.91\%$$

From the explanation above, the students' vocabulary achievement in english lesson was classified a very good level while doing action research on cycle II. This is the result of students' score in vocabulary achievement based on the topics:

**Table 4.8 Students' Score**

N O	Initial of Students	PRE-TEST		POST-TEST I		POST TEST II	
		S C O R E	Successful Criteria (>75)	S C O R E	Successful Criteria (>75)	S C O R E	Successful Criteria (>75)
1	AHA	50	Unsuccessful	70	Unsuccessful	80	Successful
2	AA	45	Unsuccessful	75	Successful	85	Successful
3	AI	40	Unsuccessful	65	Unsuccessful	70	Successful
4	AR	65	Unsuccessful	75	Successful	85	Successful
5	DAN	50	Unsuccessful	65	Unsuccessful	85	Successful
6	ES	30	Unsuccessful	60	Unsuccessful	65	Unsuccessful
7	FA	70	Unsuccessful	80	Successful	90	Successful
8	HN	90	Successful	95	Successful	100	Successful
9	IJA	65	Unsuccessful	90	Successful	95	Successful
10	MAS	70	Unsuccessful	80	Successful	85	Successful
11	MBS	50	Unsuccessful	70	Unsuccessful	75	Successful
12	ND	85	Successful	90	Successful	100	Successful
13	NSA	50	Unsuccessful	70	Unsuccessful	80	Successful
14	NSU	55	Unsuccessful	70	Unsuccessful	85	Successful
15	PR	65	Unsuccessful	85	Successful	95	Successful
16	RJH	50	Unsuccessful	70	Unsuccessful	80	Unsuccessful
17	RAS	60	Unsuccessful	75	Successful	85	Successful
18	SA	65	Unsuccessful	70	Unsuccessful	80	Successful
19	SRD	70	Unsuccessful	80	Successful	85	Successful
20	SI	60	Unsuccessful	70	Unsuccessful	80	Successful
21	WA	55	Unsuccessful	80	Successful	85	Successful
22	ZH	80	Successful	90	Successful	100	Successful
23	ZI	65	Unsuccessful	75	Successful	85	Successful
Total $\frac{\sum x}{N}$		1385		17.45		1965	
The Mean Score		60.2		76.2		85.43	

The mean of students' achievement in vocabulary improved on pre-test, post-test in cycle I and post-test in cycle II.

**Table 4.9 The Result of Students' Score for Pre-Test, Pots-Test I and Post-Test II**

<b>Meeting</b>		<b>Students Who Get Score &gt;75</b>	<b>Percentage</b>
Pre-Test	I	<b>3</b>	13.04%
Post-Test I	III	<b>13</b>	56.52%
Post-Test II	VII	<b>21</b>	91.30%

The result showed the incresing of students' score from the pre-test to post test II. In the pre-test, there was only 13.04 % (3 students) who got point >75. In the post-test I there was 56.52 % (13 students) who got point >75. It means that there was increasing 43.48%. The post test in cycle II, there was 91.30 % (21 students) who got point >75. The increasing was about 34.78% and the total increasing of students' score from pre-test until post test II was 78.26%. It could be concluded that Frayer Model worked effectively and effeciently in helping students' achievement in developing their vocabulary at VII-1 grade of SMPN 1 Kualuh Hilir and this learning has apllied successfully and able to improved students' achievement in vocabulary .

## **- Qualitative Data**

In qualitative data, the researcher was conducted in two cycle and each cycle consisted of two meetings

### **Cycle 1**

The first cycle was done in two meetings. In this cycle, the students' vocabulary was measured and their problems in using vocabulary were analyzed.

#### **1. Planning**

Planning based on the result pre-test which had been administrated before. It was known that the level of the students' achievement in vocabulary was still low. In planning, it was considered everything that was related to the action that would be done and was also prepared everything that would be need in teaching and learning process. It was arranged before doing research. There were many activities that were done in planning, they were; making lesson plan which involved scenario of the teaching and activities creations of students. After that repairing and making strategy that were needed when doing the scenario of teaching and then repairing the observation sheet that were used to know students' reaction and class condition as a whole, and also to see the development that existed since the using strategy in teaching learning process. The researcher as a teacher, and the teacher would be observer the teaching learning process in which frayer model was implemented. The researcher also prepared the post test I to collect the data to know whether there are some students' improvement scores from pretest to post test I .

## **2. Action**

In the action phase, everything that had been planned and arranged was done. They were many activities in action, they were: the teacher opened the class by greeting the students after that the teacher gave the motivation before study material and then the teacher gave the motivation before study material. The teacher introduced and explained the material after that he teacher shared and explained the vocabulary. The teacher explained to the student about frayer model to learning vocabulary. The teacher asked to the students to make frayer model from the vocabulary that existed in the material and of course the teacher gave the opportunity for students to ask the difficulties about the material and the teacher gave the summary about the material and the last the teacher closed the class by closing and salam.

## **3. Observation**

The situation of teaching learning process was conductive because most of the students weren't noise and they were serious when teacher explain the lesson and active to share their idea. But the interaction between teacher and student was less. Some students were still shy to give their mind about the vocabulary which learned. There were many things that had been observed as follows: the students were pay attention to the teachers' explanation. The students were energetic in doing teachers' instruction.

The students were interested in learning vocabulary by using sketch and label. Some of students still made noise and imitated their friend work. The students asked the teacher if they found the difficulties. Some of students rather feel confused when they were asked to do the post test. The students were understood

about the material. Some action the teacher that observed by the other researcher. For more information about the observation could be seen in appendixes.

#### **4. Reflection**

The reflection is a feedback process from the action that has been done before. The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher as the teacher asked the students about their difficulties and problems understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making second cycle.

The evaluation could be from the students' result test and observation of the attitude to the second cycle in order to get the better result.

#### **Cycle II**

Based on the reflection on the first cycle, it was needed to conduct the second cycle. The second cycle was done by the researcher in order to get the better improvement of students' result. Their similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

##### **1. Planning**

There were many activities that were done in planning Cycle II, the first is making improvement in lesson plan which involved more creations of students' activities after that preparing and making strategy that were needed when doing the scenario of teaching and then preparing the observation sheet that were used to know students' reaction and class condition as a whole, and also to see the development that existed since the using strategy in teaching learning process. Having seen in the first cycle, many problem that found the researcher, so the teacher planned to control them more. It was planned that the teacher would make sure that all the



students were active and time would be managed effectively and efficiently. Teacher planned to give a chance to students to ask if there was something that they didn't understand yet. So, they would to ask the teacher.

## **2. Action**

In this phase, there were some activities done by the researcher. In this cycle, the scenario of the teaching learning process arranged based on the result of reflection in the first cycle, they were: the teacher started the teaching learning process after that the teacher explained the topic and students listened seriously. Furthermore the students found the vocabulary that existed in the material and they choose two until three vocabularies to make frayer model in origami paper by their creation . The teacher controlled the students to make sure that all the students were active in involving themselves in their task and the last the teacher asked student which part they don't understand yet.

## **3. Observation**

In this cycle, many students were more active and serious than in the first cycle. The students more active in involving themselves in learning process. The activity in this phase same with the cycle I, they were: The students were more pay attention to the teachers' explanation. The students were more energetic in doing teachers' instruction. The students were interested in learning vocabulary by using frayer model. Some of students were controlled to not make a noise. The students asked the teacher if about their difficulties. Students were feeling great to do the post test. The students were more understood about the material. Some action the teacher that observed by the other researcher. For more information about the observation could be seen in appendices.

#### **4. Reflection**

Generally, all of the students had been able to understand, remember and use the vocabulary though. It could be seen from their vocabulary test scores which were getting better from meeting to meeting. The situation during the teaching learning process in which sketch and label applied could be run well. The situation during the learning process was very conducive, lively and active then the interaction between teacher and the students were better than of the first cycle where frayer model had been successfully worked in helping students in adding their vocabulary. Based on the reflection in this cycle, it was not needed to conduct the third cycle. The cycle of this research could be stopped because the students' vocabulary achievement had been improved.

#### **C. Research Finding**

Based on the data analysis, it could be conducted that all the students got improvement. It was supported by the fact the mean of the score in every meeting increased. The result was indicated that there was an improvement on the students' mastery in vocabulary through sketch and label. It was proved by the data which showed that the mean of students in second cycle (85.43%) was higher than the first cycle (76.2%) and also higher than pre-test (60.2%). The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 3 students (13.04%). In the post-test of cycle I students who got point >70 up were 13 students (54.16%). The post-test of cycle II, students who got point >75 were 21 students (91.30%). In another words the students became better for meeting to meeting.

The researcher also analyzed qualitative data to support the research finding beside the quantitative data. The qualitative data were organized from observation sheet, interview for teacher and for students, and documentation. All of the data indicated that the students gave their good attitude and response during the teaching learning process. Based on the result of the quantitative and qualitative data that, it was indicated that the action and the implementation of frayer model kept improving and it could be concluded that frayer model could improve students' achievement in vocabulary especially at SMPN 1 Kualuh Hilir.

#### **D. Discussion**

The research was conducted to find the improving of the students' achievement in vocabulary by frayer model that could make the students easier in learning English especially in vocabulary. The research has proved the effectiveness of applying frayer model. It was shown in the table of the improvement of students' score of the pre test, cycle I, and cycle II. It was because the teacher controlled the class better. The effect for the students in used frayer model was easier in teaching learning process.

Based on the result of quantitative data, the result showed that the students' achievement in vocabulary improved. The score was higher and higher for each meeting. It was proven by the fact that the mean of the score for each meeting increased. The result of these research showed that the implementation of frayer model can improve the students' achievement in vocabulary. It can be proven by the improving of the students' score from the pre-test to post test in the first and second cycle.

The qualitative data taken from observation sheet during teaching learning process was running. It was found that the class was effectively run. The students paid attention to the teachers' explanation and some of them always asked question when they were given chance to deliver question. Then, the qualitative data also showed the improvement of the teacher's and student's activities during teaching learning process. It indicated that the implementation of frayer model in teaching vocabulary could motivate the student to be more enthusiastic studying.

The result also conducted on of this relevances studies from Rostifa's that showed the null hypothesis ( $H_0$ ) is successfully rejected, which also means that anagram technique has a significant effects on students' vocabulary mastery. In Eka Wati and Ika Rahmadani Lubis result showed and indicated that the scores and the mean in second cycle were better than the first cycle. Next related study by Ridho Istianto and Lailan Mardiyah Rangkuti showed the findings revealed that the motivation and vocabulary achievement of the students were positively affected by the implementation wordwall strategy and frayer model. Based on the explanation above, finally it has been found that students can become more actively involved through the using of visual materials (ilustration/pictures) because it provides a stimulating focus for students' attention.

There are a lot of media can be applied in the classroom such as when the teacher teaching in front of class, that teacher should be choose the good and creative strategy or media that can make their students understood the lesson and enjoy their study.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on analyzing the data, it was found that the score of student increased from the first meeting namely cycle I until last meeting namely cycle II. In each meeting, there was an improvement of the students' vocabulary achievement by using frayer model. Based on the result of the research, it can be conclude that:

1. After analyzing the data, it was found that the students' achievement in vocabulary by using frayer model got improvement. It proven by their participation in the classroom, discussions and perform in the front of class. By frayer model, teacher can simulate the students to write the vocabulary in origami paper, students can remember the vocabulary and developed their vocabulary by using frayer model form they have made. By Frayer model, students also can guess the intended vocabularyby checking the characteristics, example and non example of the vocabulary .
2. The result of analyzing data showed that there was an improving on the students' achievement in vocabulary. It was showed from the mean in the end of cycle II was 83.95 and the percentage 91.30% which 21 students who got the point 75 above. The total improvement of students' scores from pre-test, post-test I and post-test II was 78.26%. It means that the students' score have been reached the target.
3. Based on the observation sheet, interview for teacher and students, and also documentation showed that the implementation of frayer model was effective to students' achievement in vocabulary.

Furthermore, frayer model was a unique one used in teaching vocabulary that make students can be actively, enthusiastic, and joyfully to develop students' vocabulary in teaching learning process.

## **B. Suggestions**

The following suggestion are offered to be considered

1. To the teacher should, frayer model is a better way to teach vocabulary, it can be apply in teaching vocabulary so that the students can be more active, enthusiastic and enjoy during teaching learning process.
2. To the students, must practice their vocabulary in the context to develop their vocabulary. Where, vocabulary is very important for our communication. Practice whenever and wherever what they studied and always remember the vocabulary which they have.
3. To the other researcher, it is very useful as information and the researcher suggested to conduct research related to the topic of the study.

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## **Appendix I**

### **LESSON PLAN (RPP)**

**School** : SMPN 1 Kualuh Hilir  
**Class/Semester** : VII / II  
**Subject/Skill** : English/ Reading and Writing  
**Topic** : Procedure Text : How to make Oriental Fried Rice  
**Time Allocation** : 2 x 45 minutes

#### **A. StandartCompetence**

- KI 1** : Appreciate and practice the teachings of their religion
- KI 2**: Appreciate and practice the honest behavior, discipline, responsibility, caring (cooperation, tolerance, peace), mannered, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the people in the community, that
- KI 3** : Understand, implement, analyze the factual knowledge, conceptual, procedural, and metacognitive by curiosity about science , technology, art, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
- KI 4**: Processing, reasoning, and serving in the realm of the concrete and the abstract realm associated with the development of learned in school independently, to act effectively and creatively, and are able to use the method according to the rules of science .

#### **B. Basic Competence and Indicators**

<b>Basic competence</b>	<b>Indicators</b>
1.1 Grateful for the opportunity to learn English as a language of international communication which are embodied in the spirit of learning.	1.1.1 Following all the learning activities in earnest.
2.1 Demonstrate responsible behavior and confidence in performing	2.1.1 Responsible for any action during the learning

functional communication.	
3.1 Applying text structure and language elements to carry out the social function of the text (Procedure Text : How to make Oriental Fried Rice), according to the user context.	3.4.1 Identify the feature of procedure text. 3.4.2 Identify the vocabulary in the procedure text.

### C. Learning Material

#### • *Subject matter*

#### **Procedure Text : How to make Oriental Fried Rice**

##### *Preparation:*

1. Cut up meatballs and chicken fillet into small pieces.
2. Grind together garlic, pepper, and salt.
3. Break in and stir in one or two eggs.
4. To make Oriental Fried Rice, you will need a plate of rice, meatballs, eggs, leeks, pepper, and salt, and spoonful of oyster sauce.
5. Chop up the leeks into very pieces.

##### *How to make it:*

1. Pour the eggs and green peas.
2. After that, put the garlic, pepper and salt, adds a spoonful of oyster sauce.  
Put the leeks into the mixture and a plate of rice
3. First of all, try the chicken fillet and meatballs. Stir the mixture well.
4. Finally, serve oriental fried rice ion a plate with hot sauce, if you like.

Noun		Verb	
Fried rice	Nasi goreng	Make	Membuat
Meatball	Bakso	Cut	Memotong
Pieces	Potongan	Grind	Ulek
Garlic	Bawang putih	Break	Memecahkan
Pepper	Merica	Stir	Adut
Salt	Garam	Soak	Merendam

Egg	Telur	Chop up	Cincang
Leek	Daun bawang	Pour	Menuang
Green peas	Kacang polong	Add	Menambahkan
Water	Air	Put	Meletakkan
Oyster Sauce	Saus tiram	Fry	Goreng
Mixture	Campurtan	Serve	Hidangkan

Adjective		Adverb	
Oriental	Khas timur	Together	Bersama
Small	Berukuran kecil	How	Bagaimana
Frozen	Beku	Then	Lalu, kemudian
Hot	Panas, pedas	After that	Setelah itu
Very	Sangat	First of all	Pertama-tama
Well		Dengan baik	
Finally		Terakhir	

- *Social function*
  - Maintain interpersonal relationships with teachers and friends.
- *Elements of language*
  - Speech, said stress, intonation
  - Spelling and punctuation (Handwriting)

#### **D. Learning Method**

- Method : Communicative Language Teaching
- Model : Group Discussion, Q & A Cooperative learning with Frayer model

#### **E. Media, Tools, And Learning Resources**

- Media : White board, markers, and Laptop.
- Learning resources : Books for Junior High School (Buku Paket)

## F. Teaching Learning Activity

No	Activities	Duration
1	<p><b><i>Opening</i></b></p> <ul style="list-style-type: none"><li>- Greeting the students</li><li>- Checking attendance list</li><li>- Starting the lesson with praying</li><li>- Teacher does appreciation by asking students about vocabulary.</li></ul>	15 minutes
2.	<p><b><i>Core Activities</i></b></p> <ul style="list-style-type: none"><li>- Introduction the topic to the students.</li><li>- Asking the students about their prior knowledge that relate to the topic.</li><li>- Share the text in the form of procedure text to the students.</li><li>- Read the text and ask to the student to listen carefully.</li><li>- Ask the students to read the text alternately.</li><li>- Ask to the student to do the task in the paper.</li><li>- Ask to the students to write their answer in the whiteboard.</li></ul> <p>Teacher give the example how to make Frayer model form with the different words and how to study by using Frayer model.</p>	50 minutes

	<ul style="list-style-type: none"> <li>- Students search the other vocabulary and write it in the whiteboard.</li> <li>- The vocabulary selected to make Frayer model form.</li> <li>- Students playing the games “What am I?” by using Frayer model</li> </ul> <p><b>Note:</b></p> <p><b>During the learning takes place, teachers observe students' attitudes to learning that includes attitudes: discipline, self-confidence, behaving honestly, resilient to face the problem of responsibility, curiosity, care for the environment)</b></p>	
3	<p><i>Closing</i></p> <ul style="list-style-type: none"> <li>- Asking the difficulty during the teaching and learning process.</li> <li>- Giving the conclusion about the lesson.</li> <li>- Giving motivation for students to not to be shy in telling their words connect to the sentence as context even in Indonesian.</li> <li>- Closing the lesson by praying and giving closing-greeting.</li> </ul>	15 minutes

#### G. Evaluation

- Technique : Written test
- Form : Essay test

## H. The Scoring

*The score*

- For each correct answer will get 20 point.
- The formula to getting the maximum score  $20 \times 5 = 100$
- The maximum score = 100
- Students score  $= \frac{\text{Getting Score}}{\text{Maximum Score}} \times 100$

Known By:  
Teacher

Kampung Mesjid, 2019  
Researcher

Jainul Hafidzin, S.Pd  
NIP.

Nidaul Husna  
NIM. 34153120

## LESSON PLAN (RPP)

**School** : SMPN 1 Kualuh Hilir  
**Class/Semester** : VII / II  
**Subject/Skill** : English/ Reading and Writing  
**Topic** : Procedure Text : How to make Mango Juice  
**Time Allocation** : 2 x 45 minutes

### B. StandartCompetence

- KI 1** : Appreciate and practice the teachings of their religion
- KI 2**: Appreciate and practice the honest behavior, discipline, responsibility, caring (cooperation, tolerance, peace), mannered, responsive and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing itself as a reflection of the people in the community, that
- KI 3** : Understand, implement, analyze the factual knowledge, conceptual, procedural, and metacognitive by curiosity about science , technology, art, culture, and humanities with human insight, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge in a specific field of study according to their talents and interests to solve the problem.
- KI 4**: Processing, reasoning, and serving in the realm of the concrete and the abstract realm associated with the development of learned in school independently, to act effectively and creatively, and are able to use the method according to the rules of science .

### B. Basic Competence and Indicators

Basic competence	Indicators
1.1 Grateful for the opportunity to learn English as a language of international communication which are embodied in the spirit of learning.	1.1.1 Following all the learning activities in earnest.
2.1 Demonstrate responsible behavior and confidence in performing	2.1.1 Responsible for any action during the learning

functional communication.	
3.1 Applying text structure and language elements to carry out the social function of the text (Procedure Text : How to make Oriental Fried Rice),according to the user context.	3.4.1 Identify the feature of procedure text. 3.4.2 Identify the vocabulary in the procedure text.

## D. Learning Material

### • *Subject matter*

#### **Procedure Text : How to make Mango Juice**

Materials:

- A piece of mango
- A half glass of water
- A glass of ice pack
- A spoon of sugar

Tools:

- Glass
- Juicer
- Spoon

How to make it :

1. First, peel the mango and clean it.
2. Next, cut the mango into pieces and put them into the juicer.
3. Then, put the water ice and sugar.
4. After that turn on the juicer and wait about 15 seconds.
5. Finally, pour the mango juice into the glass and ready to drink.

Noun		Verb	
Mango	Mangga	Peel	Kupas
Water	Air	Cut	Bersihkan
Glass	Gelas	Put	Meletakkan
Ice	Es	Turn on	Hidupkan
Spoon	Sendok	Wait	Tunggu
Sugar	Gula	Pour	Tuangkan
Juicer		Drink	Minum



Adjective		Adverb	
A piece	Sepotong	First	Pertama
A half	Setengah	Next	Selanjutnya
A glass	Segelas	Then	Lalu, kemudian
A spoon	Sesendok	After that	Setelah itu
		Finally	Terakhir

- *Social function*
  - Maintain interpersonal relationships with teachers and friends.
- *Elements of language*
  - Speech, said stress, intonation
  - Spelling and punctuation (Handwriting)

#### **I. Learning Method**

- Method : Communicative Language Teaching
- Model : Group Discussion, Q & A Cooperative learning with Frayer model

#### **J. Media, Tools, And Learning Resources**

- Media : White board, markers, and Laptop.
- Learning resources : Books for Junior High School (Buku Paket)

#### **K. Teaching Learning Activity**

No	Activities	Duration
1	<p><b><i>Opening</i></b></p> <ul style="list-style-type: none"> <li>- Doing opening with a greeting and a prayer to start learning</li> <li>- Checking the presence of the students as the discipline</li> <li>- Preparing physically and psychological learners in initiating the learning activities.</li> <li>- Singing the National Song</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>- Warning up activity</li> <li>- Explain how important the next competence learning that should be achieve by the students.</li> </ul>	
2.	<p><b><i>Core Activities</i></b></p> <ul style="list-style-type: none"> <li>- Introduction the topic to the students.</li> <li>- Asking the students about their prior knowledge that relate to the topic.</li> <li>- Share the text in the form of procedure text to the students.</li> <li>- Read the text and ask to the student to listen carefully.</li> <li>- Ask the students to read the text alternately.</li> <li>- Ask to the student to do the task in the paper.</li> <li>- Ask to the students to write their answer in the whiteboard.</li> </ul> <p>Teacher give the example how to make Frayer model form with the different words and how to study by using Frayer model.</p> <ul style="list-style-type: none"> <li>- Students search the other vocabulary and write it in the whiteboard.</li> <li>- The vocabulary selected to make Frayer model form.</li> <li>- Students playing the games “What am I?” by using Frayer model</li> </ul> <p><b><i>Note:</i></b>  <b>During the learning takes place, teachers observe students' attitudes to learning that includes attitudes: discipline, self-confidence, behaving honestly, resilient to face the problem of responsibility, curiosity, care for the environment)</b></p>	50 minutes

3	<p><i>Closing</i></p> <ul style="list-style-type: none"> <li>- Asking the difficulty during the teaching and learning process.</li> <li>- Giving the conclusion about the lesson.</li> <li>- Giving motivation for students to not to be shy in telling their words connect to the sentence as context even in Indonesian.</li> <li>- Closing the lesson by praying and giving closing-greeting.</li> </ul>	15 minutes
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#### **L. Evaluation**

- Technique : Written test
- Form : Essay test

#### **M. The Scoring**

*The score*

- For each correct answer will get 20 point.
- The formula to getting the maximum score  $20 \times 5 = 100$
- The maximum score = 100
- Students score =  $\frac{\text{Getting Score}}{\text{Maximum Score}} \times 100$

Known By:  
Teacher

Jainul Hafidzin, S.Pd  
NIP.

Kampung Mesjid, 2019  
Researcher

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NIM. 34153120

## ***Appendix II***

### ***Interview for the Students in the Preliminary Study***

#### ***(Before Implement Classroom Action Research)***

Researcher : Apakah kamu merasa senang ketika mengikuti pelajaran Bahasa Inggris

The student 1 : Senang miss

The student 2 : Tidak tentu miss, kadang senang dan suka, kadang bosan juga.

Researcher : Apakah kamu merasa strategy yang digunakan guru dapat mengatasi kesulitanmu dalam menguasai kosakata (vocabulary) bahasa Inggris?

The student 1 : Saya rasa sudah cukup miss

The student 2 : Saya masih merasa kurang miss

Researcher : Apakah strategy yang digunakan guru dapat membantumu memperkaya kosakata (vocabulary)?

The student 1 : Untuk saya cukup membantu miss

The student2 : Sepertinya kurang membantu miss, mungkin karena saya juga mudah bosan saat belajar

Researcher : Apakah guru sering memberikan latihan untuk mengembangkan kemampuan kosakata (vocabulary)?

The student 1 : ya paling guru hanya memberi catatan vocabulary dipapan tulis dan meminta kami untuk menghafal nya miss

The student 2 : Sir sering memberikan latihan berupa menghafal vocabulary yang dicatat sir dipapan tulis dan vocabulary yang ada dibuku paket kami miss

Researcher : Apakah kamu merasa kosakata (vocabulary) bahasa Inggris kamu sudah banyak?

The student 1 : Saya merasa vocabulary saya masih kurang banyak miss

The student 2 : Saya hanya mengetahui sedikit vocabulary miss

**Interview for the Students**  
***(After implement Classroom Action Research)***

Researcher : Apakah kamu merasa senang ketika mempelajari kosakata bahasa Inggris (vocabulary) dengan menggunakan frayer model?

The student 1 : Of course, saya senang sekali miss

The student 2 : Senang dan saya sudah tidak bosan lagi ketika belajar miss

Researcher : Apakah pembelajaran dengan menggunakan *frayer model* mempermudah cara belajar kamu dan kamu lebih mudah memahami kosakata Bahasa Inggris?

The student 1 : Iya miss, saya sangat mudah memahami vocabulary yang saya pelajari .

The student 2 : Sekarang saya sudah tau miss membedakan vocabulary itu masuk ke noun, verb, adjective ataupun adverb.

Researcher : Apakah kamu merasa *frayer model* dapat membantumu untuk mengembangkan/ memperkaya kosakata (vocabulary) kamu?

The student 1 : Sangat membantu miss

The student 2 : Saya lebih mudah mengerti dan menambah vocabulary saya ketika saya belajar dengan menggunakan seperti bentuk tabel dan ada gambar-gambarnya miss

Researcher : Apakah kamu merasa kalau *frayer model* cocok diterapkan dalam belajar kosakata Bahasa Inggris ?

The student 1 : Saya setuju kalau frayer model diterapkan untuk membantu belajar vocabulary miss

The student 2 : Cocok sekali miss

Researcher : Apakah kamu merasa kepemilikan kosakata (*vocabulary*) kamu sudah banyak setelah belajar dengan frayer model?

The student 1 : Saya merasa vocabulary saya bertambah banyak miss

The student 2 : Iya miss, saya juga bertambah dan tau jenis-jenis nya juga miss.

### **Interview for the English teacher before using Frayer model**

**Day/Date : Wednesday/15-05-2019**

**Place : SMPN 1 Kualuh Hilir**

Researcher : Good Morning Sir. How are you? I want to interview you sir.

Teacher : Morning, I'm Good, yes please.

Researcher : What are the teaching and learning activities of English in the classroom?

Teacher : The teaching learning process in the class is give the material and task

Researcher : What are the teaching strategy that you use in vocabulary learning?

Teacher : I use active interaction learning method and scanning&levelling method.

Researcher : What media that you use in teaching vocabulary?

Teacher : I always ask to the students to bring dictionary, so the media that I use is dictionary.

Researcher : What are the constraints in teaching vocabulary?

Teacher : The student difficult in remind vocabulary

Researcher : How do you solve the problem?

Teacher : I always ask them to memorize vocabulary every meeting and giving them vocabulary without meaning, after that I ask them to find out the meaning of that vocabulary as a homework . And so as not to forget I always repeat the previous vocabulary.

Researcher : Have you ever heard of the Frayer Model teaching strategy?

Teacher : I have ever heard that, such as strategy that have ilustration, like have three or more table, but I did't know more about that .

### **Interview for the English teacher after using Frayer model**

**Day/Date : Friday/21-06-2019**

**Place : SMPN 1 Kualuh Hilir**

Researcher : How your students' ability in mastering vocabulary after the researcher is apply frayer model?

Teacher : The students more easy to remind and knowing vocabulary.

Researcher : What do you think learning vocabulary by using frayer model?

Teacher : I think after using frayer model, the student more interest to understand vocabulary.

Researcher : Do you feel motivated after seeing the use of frayer model in vocabulary in the classroom?

Teacher : Yes, I want to apply it in learning vocabulary.

Researcher : After apply frayer model in learning vocabulary. Is it effective used in learning vocabulary?

Teacher : Yes, frayer model is effective used for learning vocabulary.

Researcher : Do you think that frayer model improve students' vocabulary?

Teacher : Yes, frayer model improve students' vocabulary and the students can keep in remind vocabulary.

### ***Appendix III***

#### **Observation Sheet of Teachers' Activities in the Teaching and Learning by using of "Frayer model" as a Strategy in Improving Students'**

##### **Vocabulary Achievement in Cycle I**

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*Instruction :*

1. This observation sheet to observe the teachers' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. Put a checklist (√) on one of the "Yes" or "No" column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it.  
Give your description on description column if it is needed.

*Thank you for your help and cooperation.*

<b>No.</b>	<b>Teachers' Activities</b>	<b>Yes</b>	<b>No</b>
1	The teacher explain the material	√	
2	The teacher giving question to simulate students active	√	
3	The teacher giving time to students ask and answer the question	√	
4	The teacher response to the students question and answer	√	
5	The teacher guides the student in frayer model	√	
6	The students are understands about the material	√	
7	The teacher gives the post test I	√	



**Observation Sheet of Teachers' Activities in the Teaching and Learning by  
using of "Frayer model" as a Strategy in Improving Students'**

**Vocabulary Achievement in Cycle II**

---

*Instruction :*

3. This observation sheet to observe the teachers' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
4. Put a checklist (√) on one of the "Yes" or "No" column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

*Thank you for your help and cooperation.*

No.	Teachers' Activities	Yes	No
1	Teacher comes on time	√	
2	Teacher greets and absents the students	√	
3	Teacher motivates the students	√	
4	Teacher gives warming up to the students, such as given students some questions about the topic that will be discussed to the students in the classroom.	√	
5	Teacher tells to the students the goal of learning	√	
6	Teacher gives the explanation about the topic that will be learned and guides the student in using frayer model	√	
7	Teacher gives the students chance to ask the teacher related to the topic	√	
8	Teacher uses the time effectively	√	
9	Teacher concludes the material of teaching	√	
10	The teacher gives the post test II	√	

**Observation Sheet of Students' Activities in the Teaching and Learning  
by using of "Frayer model" as a Strategy in Improving Students'  
Vocabulary Achievement in Cycle I**

---

*Instruction :*

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. Put a checklist (√) on one of the "Yes" or "No" column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

*Thank you for your help and cooperation.*

No.	Teachers' Activities	Yes	No
1	The students pay attention to the researcher's explanation	√	
2	The students are energetic in doing teachers' instruction.	√	
3	The students are interest in learning vocabulary by using frayer model.	√	
4	The students enthusiast in teaching and learning process	√	
5	The students ask the researcher if they find difficulties	√	
6	The students are understands about the material.	√	
7	The students do the post test I .	√	

Kampung Mesjid, 18 May 2019  
Observer

Nidaul Husna

**Observation Sheet of Students' Activities in the Teaching and Learning**  
**by using of "Frayer model" as a Strategy in Improving Students'**  
**Vocabulary Achievement in Cycle II**

---

*Instruction :*

1. This observation sheet to observe the students' activities during the teaching and learning process in the class. It should be completed by the teacher/researcher as an observer.
2. Put a checklist (√) on one of the "Yes" or "No" column based on the real condition. "Yes" if the teacher does it while "No" if the teacher does not it. Give your description on description column if it is needed.

*Thank you for your help and cooperation.*

No.	Teachers' Activities	Yes	No
1	The students pay attention to the teachers' explanation	√	
2	Students study seriously	√	
3	Students are interested and enthusiastic in studying vocabulary by using Frayer model	√	
4	Students participate in learning process	√	
5	The students give good responds to the topic	√	
6	The students discuss about their vocabulary actively	√	
7	The Students ask the teacher about the material that do not understand	√	
8	The students answer question that are given by the teacher	√	
9	The students' motivation in learning process	√	
10	Students do the post test II seriously	√	

Kampung Mesjid, 21 June 2019  
Observer

Nidaul Husna

## Appendix IV

### PRE-TEST

Name : \_\_\_\_\_ Day/ Date : \_\_\_\_\_  
Class : \_\_\_\_\_ Time : 40 Minutes

---

*Saying Basmalah...*

**Choose the most appropriate answer with crossing (X) a,b,d, or d!**

1. Cut up the meatballs and chicken fillet into small pieces. Kata *meatballs* bermakna...
  - a. Daging
  - b. Sate
  - c. Bakso
  - d. Pentol
2. Grind together garlic, pepper, and salt. Kata *grind* bermakna...
  - a. Uleg
  - b. Campurkan
  - c. Cincang
  - d. Tambahkan
3. Break in and stir in one or two eggs. Kata *eggs* bermakna...
  - a. Telur
  - b. Daging
  - c. Ayam
  - d. Bebek
4. To make oriental fried, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in a hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata *frozen* bermakna...
  - a. Yang didinginkan
  - b. Yang direndam
  - c. Yang dibekukan
  - d. Yang disimpan
5. Chop up the leeks into very small pieces. Kata *leeks* bermakna...
  - a. Bawang merah
  - b. Bawang putih
  - c. Daun Bawang
  - d. Bawang bombay
6. How to make it. Kata *how* bermakna...
  - a. Apa
  - b. Bagaimana
  - c. Kapan
  - d. Dimana

7. Then, pour the eggs and green peas. Kata *pour* bermakna...
- |              |             |
|--------------|-------------|
| a. Campurkan | c. Dicampur |
| b. Tuangkan  | d. Campuran |
8. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Kata *salt* bermakna...
- |         |           |
|---------|-----------|
| a. Gula | c. Garam  |
| b. Lada | d. Merica |
9. Put the leeks into the mixture and a plate of rice. Kata *a plate of rice* bermakna...
- |           |                   |
|-----------|-------------------|
| a. Piring | c. Sepiring nasi  |
| b. Nasi   | d. Semangkuk nasi |
10. First of all, fry the chicken fillet and meatballs. Stir the mixture well. Kata *stir* bermakna...
- |              |           |
|--------------|-----------|
| a. Membuat   | c. Diaduk |
| b. Mengadoni | d. Aduk   |
11. Finally, serve oriental fried rice on a plate with hot sauce, if you like. Kata *plate* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
12. Father grills beef and fish in the yard. Kata *grill* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
13. Don't forget to garnish the fried rice with cucumber, lettuce and tomato. Kata *garnish* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |

14. Drink a glass of hot milk. Next, you'll feel so sleepy. Kata *hot* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
15. Chop up garlic into a very thin piece. Kata *thin* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
16. Cut up vegetables into small pieces. Kata *cut* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
17. Heat the oil in a frying pan. Kata *pan* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
18. Mrs. Wono is very famous for the delicious baked brownies. Kata *Mrs. Wono* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
19. Fry the spices until aromatic. Kata *spices* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
20. At twelve o'clock you must cook rice for lunch. Kata *o'clock* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | b. Verb   |
| b. Adjective | d. Adverb |

**Do Your Best!!!**

**Answer Key of Pre-test :**

1. C	11. A
2. A	12. C
3. A	13. C
4. C	14. B
5. C	15. B
6. B	16. C
7. B	17. A
8. C	18. A
9. C	19. A
10. D	20. D

## POST TEST CYCLE I

Name : \_\_\_\_\_ Day/ Date : \_\_\_\_\_

Class : \_\_\_\_\_ Time : 40 Minutes

## Saying Basmalah...

**I. Choose the most appropriate answer with crossing (X) a,b,d, or d!**

1. Cut up the vegetables into small pieces. Kata *cut* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb
2. Don't forget to garnish the fried rice with cucumber, lettuce and tomato. Kata *garnish* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb
3. Heat the oil in a frying pan. Kata *pan* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb
4. Drink a glass of hot milk. Next, you'll feel so sleepy. Kata *hot* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb
5. Chop up garlic into a very thin piece. Kata *thin* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb
6. Mrs. Wono is very famous for the delicious baked brownies. Kata *Mrs. Wono* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb
7. Fry the spices until aromatic. Kata *spices* termasuk jenis kata...  
a. Noun  
b. Adjective  
c. Verb  
d. Adverb



8. At twelve o'clock you must cook rice for lunch. Kata *o'clock* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | b. Verb   |
| b. Adjective | d. Adverb |
9. Finally, serve oriental fried rice on a plate with hot sauce, if you like. Kata *plate* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| b. Adjective | d. Adverb |
10. Father grills beef and fish in the yard. Kata *grill* termasuk jenis kata...
- |              |           |
|--------------|-----------|
| a. Noun      | c. Verb   |
| c. Adjective | d. Adverb |
11. Then, pour the eggs and green peas. Kata *pour* bermakna...
- |              |             |
|--------------|-------------|
| a. Campurkan | c. Dicampur |
| b. Tuangkan  | d. Campuran |
12. After that, pour the ground garlic, pepper and salt, adds a spoonful of oyster sauce. Kata *salt* bermakna...
- |         |           |
|---------|-----------|
| a. Gula | c. Garam  |
| b. Lada | d. Merica |
13. To make oriental fried, you will need a plate of rice, meatballs, eggs, leeks, chicken fillet, frozen green peas soaked in a hot water, garlic, pepper and salt, and a spoonful of oyster sauce. Kata *frozen* bermakna...
- |                     |                   |
|---------------------|-------------------|
| a. Yang didinginkan | c. Yang dibekukan |
| b. Yang direndam    | d. Yang disimpan  |
14. Chop up the leeks into very small pieces. Kata *leeks* bermakna...
- |                 |                  |
|-----------------|------------------|
| a. Bawang merah | c. Daun Bawang   |
| b. Bawang putih | d. Bawang bombay |
15. Put the leeks into the mixture and a plate of rice. Kata *a plate of rice* bermakna...
- |           |                   |
|-----------|-------------------|
| a. Piring | c. Sepiring nasi  |
| b. Nasi   | d. Semangkuk nasi |

## II. Complete the following names of the days!

1. What is the third day of the week? It's \_\_\_\_\_ .
2. What is the last month of the year ? It's \_\_\_\_\_ .
3. When do you have “B.Eng Class? It's on \_\_\_\_\_ .
4. When is the weekend? It's on \_\_\_\_\_ and \_\_\_\_\_ .
5. What is your favorite day? It's \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_ .

**Do Your Best!!!**

**Answer Key of Post Test Cycle I :**

1. C	11. B
2. C	12. C
3. A	13. C
4. B	14. C
5. B	15. C
6. A	16. It's Wednesday
7. A	17. It's December
8. D	18. It's on Monday
9. A	19. It's on Saturday and Sunday
10. C	20. It's Friday because My mother cook many types of food on Friday. (Based on the students opinion).

## POST TEST CYCLE II

Name : \_\_\_\_\_ Day/ Date : \_\_\_\_\_  
Class : \_\_\_\_\_ Time : 40 Minutes

---

*Saying Basmalah...*

### I. Choose the most appropriate answer with crossing (X) a,b,d, or d!

1. Peel the mango and clean it. Kata *peel* termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
2. Cut the mango into pieces and put them into the juicer. Kata *put* termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
3. Cut the mango into pieces. Kata *mango* termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
4. Turn on the juicer. Kata *juicer* termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
5. Add a spoon of sugar. Kata *a spoon* termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
6. Put a piece of mango into the juicer. Kata *a piece* termasuk jenis kata...
  - a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb

7. After that turn on the juice and wait about 15 seconds.. Kata *after* termasuk jenis kata...
- a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
8. Next, cut the mango into pieces and put them into the juicer. Kata *next* termasuk jenis kata...
- a. Noun
  - b. Adjective
  - b. Verb
  - d. Adverb
9. Turn on the juicer and wait about 15 seconds. Kata *second* termasuk jenis kata...
- a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
10. How to make mango juice. Kata *make* termasuk jenis kata...
- a. Noun
  - b. Adjective
  - c. Verb
  - d. Adverb
11. There are four materials to make mango juice. Kata *materials* bermakna...
- a. Campuran
  - b. Bahan-bahan
  - c. Keperluan
  - d. Kebutuhan
12. First, peel the mango and clean it. Kata *peel* bermakna...
- a. Mencabut
  - b. Menanam
  - c. Mengupas
  - d. Memakan
13. Put the water, ice, and sugar. Kata *sugar* bermakna...
- a. Gula
  - b. Sari manis
  - c. Garam
  - d. Merica

14. Add the ice to the tea Kata *add* bermakna...

- |              |              |
|--------------|--------------|
| a. Tuangkan  | c. Masukkan  |
| b. Campurkan | d. Tambahkan |

15. Turn on the juicer. Kata *turn on* bermakna...

- |             |             |
|-------------|-------------|
| a. Pasang   | c. Matikan  |
| b. Nyalakan | d. Padamkan |

16. Ready to drink. Kata *drink* bermakna...

- |          |           |
|----------|-----------|
| a. Minum | c. Kunyah |
| b. Makan | d. Gigit  |

17. Prepare a glass of ice pack. Kata *a glass of ice* bermakna...

- |               |                |
|---------------|----------------|
| a. Segelas es | c. Segelas air |
| b. Es         | d. Salju       |

18. The tools are glass, juicer, and spoon.. Kata *tools* bermakna...

- |              |                 |
|--------------|-----------------|
| a. Keperluan | c. Alat-alat    |
| d. Prosedur  | d. Cara Membuat |

19. Pour the mango juice into the glass. Kata *glass* bermakna...

- |            |          |
|------------|----------|
| a. Kaca    | c. Lensa |
| b. cangkir | d. Gelas |

21. Finally, pour the mango juice into the glass and ready to drink. Kata *finally* bermakna...

- |             |                |
|-------------|----------------|
| a. Kemudian | c. Setelah itu |
| b. Akhirnya | d. Lalu        |

**Do Your Best!!!**

**Answer Key of Post Test Cycle II :**

1. C	11. B
2. C	12. C
3. A	13. A
4. A	14. D
5. B	15. B
6. B	16. A
7. D	17. A
8. D	18. C
9. D	19. D
10. C	20. B

*Appendix IV :*



The researcher explains the material in teaching learning process and explain to the students about vocabulary and frayer model







The students focus on researcher explanation in teaching learning process





The students are interest, enthusiastic and feel happy in learning vocabulary by using frayer model . The students also energetic in doing teachers' instruction.





The researcher explains to the students more about frayer model



The students focus on researcher explanation in teaching learning process





The students wrote the material that has been explain by the researcher





The students ask the researcher if they find difficulties





After explaining the use of frayer model, the researcher divided students into some groups and asked students to make vocabulary in frayer model form and demonstrate the result of their group's work in front of other groups.







The students do post test I



The students do post test II





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

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Nomor : B-5549/ITK/ITK.V.3/PP.00.9/ 05/2019  
Lampiran : -  
Hal : **Izin Riset**

Medan, 14 Mei 2019

**Yth. Ka. SMPN 1 Kualuh Hilir**

*Assalamu 'alaikum Wr Wb*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : NIDAUL HUSNA  
Tempat/Tanggal Lahir : Kampung Mesjid, 18 Januari 1998  
NIM : 34153120  
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMPN 1 Kualuh Hilir, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

**IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT BY USING FRAYER MODEL AT THE SEVENTH GRADE STUDENT OF SMPN 1 KUALUH HILIR.**

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalam*

A.n. Dekan  
Ketua Jurusan PBI



Dr. Shofiatul Hamidah Dly, M.Hum  
NIP.19750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



**PEMERINTAH KABUPATEN LABUHANBATU UTARA  
DINAS PENDIDIKAN**

**UPTD SATUAN PENDIDIKAN SMP NEGERI 1 KUALUH HILIR**

Jalan : Ahmad Yani Kampung Mesjid Kecamatan Kualuh Hilir Kode Pos. 21474

**S U R A T I Z I N**

Nomor : 421.3 / 70 .SMP/2019

Yang bertanda tangan di bawah ini :

N a m a : **BASRI JALALUDDIN ,S.Pd**

N I P : 19670718 199402 1 001

Pangkat/Gol.Ruang : PEMBINA / IV.A

Jabatan : Kepala Sekolah

Instansi : SMP Negeri 1 Kualuh Hilir

Dengan ini memberikan izin kepada :

N a m a : **NIDAUH HUSNA**

Tempat Tgl Lahir : Kampung Mesjid, 18 Januari 1998

NIM : 34153120

Semester / Jurusan : VIII / Pendidikan Bahasa Inggris

Untuk melaksanakan Penelitian/Riset di SMP Negeri 1 Kualuh Hilir Kabupaten Labuhanbatu Utara Provinsi Sumatera Utara .

Demikian surat izin ini diperbuat dengan sebenarnya untuk dipergunakan semestinya .

Kampung Mesjid , 13 Mei 2019



Kepala Sekolah ,

**BASRI JALALUDDIN ,S.Pd**  
NIP. 19670718 199402 1 001



**PEMERINTAH KABUPATEN LABUHANBATU UTARA  
DINAS PENDIDIKAN**

**UPTD SATUAN PENDIDIKAN SMP NEGERI 1 KUALUH HILIR**

Jalan : Ahmad Yani Kampung Mesjid Kecamatan Kualuh Hilir Kode Pos. 21474

**SURAT KETERANGAN**

Nomor : 421.3 / 88 .SMP/2019

Yang bertanda tangan di bawah ini Kepala Sekolah SMP Negeri 1 Kualuh Hilir dengan ini menerangkan dengan sebenarnya bahwa :

N a m a : **NIDAUH HUSNA**  
Tempat Tgl Lahir : Kampung Mesjid, 18 Januari 1998  
Nomor Induk Mahasiswa/NIM : 34153120  
Semester / Jurusan : VIII / Pendidikan Bahasa Inggris

Benar telah melakukan **Penelitian/Riset** di SMP Negeri 1 Kualuh Hilir Kabupaten Labuhan Utara Provinsi Sumatera Utara pada tanggal 15 Mei 2019 s.d 21 Juni 2019 , untuk penyusunan skripsi yang berjudul : **“IMPROVING STUDENTS VOCABULARY ACHIEVMENT BY USING FRAYER MODEL AT THE SEVENTH GRADE STUDENT OF SMPN 1 KUALUH HILIR”**

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagai mestinya .

Kampung Mesjid , 24 Juni 2019

Kepala Sekolah ,



**BASRI JALALUDDIN ,S.Pd**  
NIP. 19670718 199402 1 001